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ABSTRACT

A comprehensive study of social services, carried out in Saskatchewan in 1973, had as its ultimate purpose the determination of the kinds of qualifications needed in the social services as a basis for guidelines for the provision of appropriately trained social service personnel. A distinctive feature of the study was that questionnaires were sent to supervisors, employees, and consumers of social services, covering the areas of jobs done, education obtained or sought, social service organizations, hiring and promotion criteria, qualities considered important for effective social work, means and goals of services provided, educational background, and attitudes toward consumers of social work. Rates of return were 37 percent from supervisors (149 of 408), 47 percent from employees (887 of 1,898) and 33 percent from consumers (188 of 579). A detailed discussion of the returns leads to the general conclusions that: all groups considered social work-related university education the most desirable; employees and their supervisors stressed related experience and educational background equally while consumers felt more importance should be given to related experience; and all groups, especially consumers, stressed the importance of personal qualities in choosing and training social service personnel. The recommendations made relate to the implications of these findings. (SA)

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SOCIAL SERVICES MANPOWER PROJECT

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VOLUME I
of three volumes

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This Study was based on the
proposal entitled "The
Utilization and Needs of Manpower
in the Social Work Services
in Saskatchewan",
distributed in the Spring of 1971

The Appendices make up Volume II; Volume III is a Summary
of the entire Study.

PREFACE

In 1971 in some notes I prepared on a proposed programme of social work studies at the Regina Campus, it was recommended that there should be early consideration of a five-year study which should have as one of its major intentions the staking out of essential questions related to social service manpower problems common to the province of Saskatchewan and other similar regions in Canada. This study was to have the dual focus of developing a research design for future related studies and gathering preliminary data on social service personnel who are potential social work students - B.A.'s, non-degree social service and health personnel, and others.

In view of the fact that the School of Social Work at that time did not have a faculty or any research funds, the recommendation carried with it several tongue-in-cheek features which have now been set aside. With the encouragement of colleagues and the full co-operation of the provincial Department of Continuing Education and Federal Department of Manpower and Immigration a grant of $35,000 was secured, allowing the initial portion of the study to begin in the autumn of 1972.

Dr. George Maslany and his research staff, in a very brief period, have gathered useful planning data, staked out some "essential questions" and set in motion a way to further studies of this sort. His work has gone far beyond the 1971 terms of reference and has taken up a certain posture which states in a definitive way that the human service community should be listened to, challenged, and listened to some more.

Harvey Stalwick, Director
School of Social Work
May 14, 1974

RESPONSIBILITY FOR REPORT

The production of this final report is the sole responsibility of the Research Director, Dr. G.W. Maslany. All of the interpretations that were derived from the data are those of the Director. Liability for any misrepresentation which may have occurred rests with the Research Director.

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ABSTRACT

A comprehensive study of the social services was carried out in the province of Saskatchewan in 1973. A broad definition of social services was adopted which included many groups which had not previously been considered in similar studies. The primary focus was placed on personnel involved with a variety of areas such as financial assistance, corrections, manpower counselling, child, family and psychiatric services and geriatrics.

The ultimate purpose of the Study was to determine what kinds of qualifications were needed in the social services so as to provide guidelines for ensuring an adequate supply of appropriately trained personnel for the social service employment market in the province.

A questionnaire was used to determine the jobs social service employees were performing and the types of education and experience they had obtained and the type they were seeking to better enable them to carry out their employment responsibilities. They were asked for descriptive information about their organizations, the criteria used for hiring and promotion within them, the means and goals of social services they provided, their educational background and attitudes towards consumers of social services. The employees' supervisors were asked similar questions

regarding themselves as well as what type of education and experience they regarded as being most desirable for the employees under their charge. This Study went one step further than most other similar studies since the same questions that were asked of social service personnel were also asked of persons within consumer organizations (e.g., welfare rights and self-help groups).

No less than 33% of the persons contacted in any of the sample groups completed and returned the questionnaire. The highest rate of return (47%) came from the employee group. The findings revealed that the three groups (supervisors, employees, and consumers of social services) were not necessarily consistent with one another with regard to what they considered to be most relevant and important for effective social work. Only rarely, however, were the differences major ones.

The most consistent information obtained from all three groups was that social work-related university education was considered to be the most desirable type of formal education. However, all of the groups placed the most importance on personal qualities (maturity, empathy, etc.) for effectiveness in the social service field. Next to personal qualities, supervisors and employees placed nearly equal importance on related experience and educational background, whereas consumers rated the importance of educational background significantly lower than they did related experience. This finding is further illustrated by the fact that twice the proportion of supervisors as consumers felt that educational upgrading for employees would be of value in their work.

The data concerning educational background indicated that the combined categories of university Bachelor degrees and social work related training accounted for the largest group of social service staff. The employees' intentions regarding upgrading and the trends regarding future social service positions imply that this will continue to be the case, with social work-related training becoming more prevalent.

Now that the survey instrument has been developed, we hope to be able to carry out an ongoing monitoring of the questions with which it is concerned and possibly additional ones on at least a biennial basis. Consideration has also been given to the geographic expansion of this project to cover western Canada. The Study was never intended to be simply a "one-shot" effort.

To our knowledge, there are no other studies such as this one in progress at the present time. None of the other studies reviewed have 1) dealt with supervisors, employees, and consumers; 2) adopted as broad a definition of social services; or 3) were designed with the possibility of longitudinal extension and geographic expansion. Other studies have been similar to this one in one of these regards but not in all.

TABLE OF CONTENTS

Chapter Page

I INTRODUCTION 1

PURPOSE OF THE STUDY 3

REVIEW OF THE LITERATURE 9

PROJECTIONS OF SOCIAL SERVICE MANPOWER NEEDS 33

GOALS OF SOCIAL WORK 45

II PROCEDURE 51

Stage I - Definition of Social Service Organizations and Personnel 51

Stage II - Operational Definition of Social Services 52

Stage III - Interviews 55

Stage IV - Obtaining Lists of Names of Possible Participants in the Survey 64

Stage V - Distribution and Rates of Returns for Questionnaires 68

Employee Questionnaire 69

Supervisor Questionnaire 71

Consumer Questionnaire 72

DATA ANALYSIS 80

Method of Statistical Analysis 80

Reliability of the Survey Instrument 84

Chapter Page

III RESULTS 87

Interview Data 88

Questionnaire Data 101

General Information 104

Social Service and Consumer Organizations and Salaries 115

Criteria for Hiring and Promotions 125

Qualities of Importance for Effective Social Work 138

Means and Goals of Social Services 144

Educational Background 160

Educational Upgrading 172

Financial Responsibility for Further Upgrading 180

Supervision 185

Consumer Group-Related Data 188

Distribution of Report 200

CONCLUSION 203

REFERENCES 213

LIST OF TABLES

Table No. Page

1 Comparison Of Present Project With Similar Research 30

2 Canadian Classification And Dictionary Of Occupations' Listing Of "Occupations In Social Work And Related Fields" 35

3 Standard Industrial Classification Manual's Listing Of "Community Business And Personal Service Industries" 38

4 Standard Industrial Classification Manual's Listing Of "Public Administration and Defence" 41

5 Comparison Of Sample By Age 109

6 Comparison Of Sample By Sex 110

7 Comparison Of Sample On Marital Status 110

8 Comparison Of Sample On Number Of Dependents 111

9 Population Of Place Of Residence Up To Age Fifteen 112

10 Communities Of Present Employment Or Residence 113

11 Professional Associations 114

12 Present Employer 120

13 Previous Employment Experience 121

14 Type Of Group To Which Consumers Belong 123

15 Consumer Group Membership 124

16 Have Employment Qualifications Remained The Same As When Staff Were Hired? 132

Table No.		Page
17	Direction Of Change In Employment Qualifications For Employees' Positions	[illegible]
18	Should There Be Changes In Employment Qualifications For Employees?	[illegible]
19	Relevance Of Various Types Of Training To Competence Of Social Workers Cited By Consumers	[illegible]
20	Does Employment Involve Dealing With Problems In Any Of The Designated Areas	[illegible]
21	Are Social Service Personnel Overworked?	[illegible]
22	Is Enough Time Spent With Clients?	[illegible]
23	Work Involves A Caseload	[illegible]
24	Major Subjects Identified By Employees	[illegible]
25	Comparison Of Sample On Highest Educational Qualifications	[illegible]
26	Universities Attended	[illegible]
27	Non-University Post Secondary Institutions Attended	[illegible]
28	Supervisors' Problems Of Social Service Staff By Educational Qualifications	[illegible]
29	Percentage Of Employees And Supervisors Working At Or Planning To Take Further Social Work-Related Courses (Staff)	[illegible]
30	Type Of Social Work Programs Sought (Staff)	[illegible]
31	Preference For Various Methods Of Further Upgrading (Staff)	[illegible]
32	Who Should Take Financial Responsibility For Further Upgrading	[illegible]

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LIST OF FIGURES

Figure No. Page

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The objectives of such a study would be:

1) to assist with policy formulation for curriculum development

2) to give direction to the setting up of an administrative structure for the School

3) to provide for a continuous review of the impact of the School's educational programs on the social services in the province

At this same meeting it was decided that a specific study should be undertaken:

1) to determine the demand for proposed programs offered by the School of Social Work by persons:
    a) who are currently (or have been) employed in some aspect of the provision of social services (subsequently identified as the potential "external studies" students)
    b) employed in social service delivery system with less than an undergraduate degree interested in obtaining a Certificate in Social Work. This group would include those who do not have a BA such as the psychiatric nurses, the public health nurses, welfare workers and others who are interested in changing their careers to social work (also referred to as potential "external studies" students)
    c) who are undergraduate students at the time of their application for admission into a BSW degree program

2) to consider the design of longitudinal studies to evaluate the impact of the School of Social Work and also to develop projections for the demand of variously educated personnel for the social service delivery system.

The reactions to this proposal were generally favourable; however, there was some rather outspoken opposition expressed that development of an academic program based on the "expressed needs of today" would do little to prepare the students to handle the challenges of tomorrow in the everchanging social services. Nonetheless, the concensus was that this criticism could be met by maintaining ongoing research if a continuous and regular review were to be carried out.

There were also other reasons for conducting the Social Services Manpower Project. In 1972, the Canadian Association of Schools of Social Work (CASSW) published a monograph[1] describing the criteria on which Schools of Social Work across Canada would be accredited. The criteria which the Manpower Project would endeavour to satisfy were as follows:

1.2 Development and Evaluation

1.2.1 The School shall include planned provision for ongoing and effective self-study.

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[1] Manual of Standards and Procedures for the Accreditation of Programs of Social Work Education. Canadian Association of Schools of Social Work, 1972.

> 1.2.2 The school shall provide that the objectives of its program be responsive to changing social conditions, professional developments and advances in knowledge (p. 3)...
>
> 6. External Relationships
>
> 6.2 With the Profession: the school shall establish and maintain collaborative relationships with professional social work membership associations.
>
> 6.3 With the Community: within its resources, the school shall assure
>
> - that its program is responsive to community needs, problems and aspirations;
> - that it is providing leadership, services, or other inputs to the community;
> - that the community is kept informed of its objectives and programs (p. 6).

Our contact with other Schools of Social Work which are applying or intend to apply for accreditation (which includes virtually all of these Schools in Canada) has indicated that the School at the University of Saskatchewan, Regina Campus, is the only one which intends to satisfy these criteria by using a large-scale applied research approach. The reason being that:

> Traditionally, schools of social work have developed based on a felt need for more professionally qualified

> personnel). But without having the necessary information to determine the number of graduates required the net result was that these parameters are not decided by the need of manpower but rather upon a university or provincial government's willingness to provide resources (Stubbins, 1967).

To express this point more bluntly, most of these Schools seem, from our observation, to be either determining the need for their programs by "the seat of their pants" or by "arm-chair" speculation,[1] neither of which are any practical substitutes for a research approach. We have made this point with faculty of other Schools and in some cases our claim has been vehemently denied; however, the fact remains that we have not as yet received any information to change this view.

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[1] Impression obtained at the Canadian Association of Schools of Social Work Annual Conference, Kingston, Ontario, May, 1973.

REVIEW OF THE LITERATURE

The need for Manpower studies of the social services has been extensively and well documented. The following studies are regarded as providing the primary theoretical rationale for the present project.

Educational Coordinating Council (Oregon Study)[1]

Mr. J. Rude, Program Administrator for this project indicated there was considerable similarity between our project and theirs.[2] Having read the proposal for our project he commented:

> As a state planning agency our interest in curricular improvements is not as immediate as it would be if a school of social work were to conduct a study. We were perceived as a neutral party, bridging the vested interests of the social work agencies and the educational institutions.

The Council originated as a response to extensive criticisms that social work training was unrelated to the objectives of social service agencies, uncoordinated with functions expected of graduates hired by these agencies and unjustifiably expensive. The graduates of Oregon social service institutions were found lacking the necessary skills to function adequately as entry level employees in the social services. The agencies could not afford to train these new graduates to develop competencies which they should have acquired prior to graduation. As a result they concluded that training must become more responsive to agency needs; however, this could not be accomplished without considerable difficulty. The problem centered around the difficulty in defining what was meant by "Human Services", and objective and understandable specification of the skills required.

---

[1] Educational Coordinating Council, Study of the Impact of Training in the Human Services, Oregon, 1971.

[2] By personal communication, January 23, 1973.

They proposed to create an information system which would enable them to determine employer expectations (how high or low), entry-level employee performance (the improvement which occurred between entry into an academic program and entry into a job) and any inconsistency (and how much) between agency expectations and academic output.

This information system would necessitate extensive collaboration between academic institutions and social service agencies; however, this type of cooperation would not necessarily be forthcoming in all cases. In order to optimize the relevance of their information system they would both entertain and solicit suggestions and criticisms from the suppliers of information to help them improve the service they were providing. This system would also require a continuous monitoring to take place with educational institutions having to be flexible enough to adjust to demands by either changing or improving their programs. The problem here was that what the agencies identify as relevant and important was not necessarily amenable to any kind of measurement; on the other hand, what may have been measurable may not have been regarded by them as being relevant. In any event if a skill couldn't be or was difficult to measure it would be equally difficult to determine if the educational institutions could provide training for this skill.

Proposal for Establishment of Career Planning and Curriculum Development in Social Services in Florida (Florida Study)[7]

This proposal was related to the creation of an office which essentially would have the same function as the previously described Educational Coordinating Council in Oregon. This office would deal with issues concerning Manpower Utilization in Florida's largest social service agency and in making projections for future demand. They would also attempt to coordinate agency expectations of social service graduates with different qualifications and the products which social services educational programs were providing. They would not only be concerned with assisting these educational institutions in developing more relevant programs (pre-service training) but would also help agencies set up in-service training (continuing education) programs which would complement those offered by institutions.

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[7] Florida Board of Regents. A proposal for the establishment of career planning and curriculum planning for the Human Services in the Florida university system.

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begun to replace BA personnel. Nonetheless, the BA graduate still represented the largest single educational qualification group employed in the social services.

Of particular interest was the fact that a large proportion of the MSW's were employed in positions other than direct service positions, which was ironic since their training was almost exclusively related to provision of direct service. In other words, a large number were involved in doing what they have never been academically trained to do.

> ...graduate social workers practice the skills they learned at school for a year or two, then move on into specialized positions, learning to perform their new duties by the seat of their pants (p. 15).

More training at an academic level was, therefore, indicated to better prepare MSW's for the supervisory, administrative, and research responsibilities which many inevitably undertake a short time after graduation.

Relationship of Melichercik - Magee and McArton Studies to Present Survey

The major distinction between these two studies and ours was that, while they obtained all of their data from the personnel representatives of organizations both similar (Melichercik and Magee) and identical (McArton) to the ones we studied, we received our data from persons directly involved in the dispensing and receipt of social service. Of these two approaches, theirs is definitely the simpler way to proceed. There are fewer sampling units which need to be surveyed when one is contacting only agency representatives than when one goes a step further and contacts all those who are actually directly involved with social services.

It would be inaccurate to contend that one of these approaches is any better or more correct than the other. The approach chosen depends entirely on the questions being asked. We were seeking answers to somewhat different questions than they were.

Description and Follow-up of Social Service Training in Alberta (Alberta Study)[1]

This study was undertaken at the request of the Alberta Colleges Commission.

> In 1969 and 1970 there had been further requests from colleges, school boards and technical institutes for expansion of social service programs which are presently in existence...Before expanding social service programs...the Commission requested that there should be some basic research to determine the need for such programs and the extent to which graduates are presently being utilized in the field of social service throughout the province (p. 1).

---

[1] Paterson, J.G., Sawatzky, D.D. and Olivia, F.D. Summary report of description of follow-up of trainees from social services programs in colleges and technical institutes in the province of Alberta. Social Services Education Special Research Project. Alberta Colleges Commission, 1972.

The general scope of the study was to determine the following:

1. The manpower requirements by type, level and number in the social services area. Were the needs of employers, employees and clients being met?
2. The impact of a BSW program (in Calgary) on job description and role definitions of various positions. Would these change as a direct result of this new academic program?

These objectives were translated into six independent studies which were conducted simultaneously. One of the most remarkable features of these studies was their relatively minimal cost considering the ambitiousness and comprehensiveness of the overall project. The reason that it was carried out so cheaply was that five out of the six studies were carried out in partial fulfillment of the requirements for a graduate degree. Had similar studies been carried out by the private sector, the cost would have undoubtedly been at least ten times greater, with no guarantee of them being any better. The coordinated theses approach appears to be an ingenious and effective way of getting a lot of good quality research done very cheaply.[1]

These studies resulted in a set of recommendations, the major ones of which are paraphrased below:

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[1] The maximum amount allowable for the total project was specified by contract not to exceed $7,200. (Cited in Appendix A - Summary Report of the Social Services Education Special Research Project

1. The need for social service is expected to increase for at least the next decade.
2. Social service graduates have a high rate of employment and express a high degree of job satisfaction.
3. Liaison between social service agencies and training institutions should assist institutions in providing relevant and practical education. Courses of questionable relevance should either have their relevance clearly explained or be dropped.
4. Entrance requirements should be related to institutional programs offering equal opportunities to all with the necessary qualifications.
5. Applicants should be made more knowledgeable about various educational programs available and the kinds of employment for which those programs will make them eligible.
6. There should be a continuity in social services educational programs enabling a technological or community college graduate to go into a university social service program.
7. MSW's should be used more extensively for in-service training which is desperately needed especially among those who have never had any previous social service education.
8. The preferential hiring of university graduates without social service-related degrees should be discontinued since there was no evidence produced to indicate that they were any better qualified than untrained people.
9. Planning of social services educational institutions is currently primarily the prerogative of the heads of these institutions. It should come under the auspices of a planning and advisory agency consisting of social service

agencies, professional association members and educational institutions. This advisory agency could facilitate the coordination advocated in point 3.

10. Criteria for promotion and leadership should become more objective and related to on-the-job performance. The roles and functions of variously qualified personnel need clear delineation and clarification.

11. There is a definite need for more professional and better qualified persons, especially of the MSW level to carry out the functions of social development, preventative social service, rehabilitation and upgrading and supervision of personnel. This burden of responsibility should rest with the MSW's because they were identified as the most capable in all aspects of social service identified.

12. It was suggested that there would continue to be an expansion of and creation of new social development programs. Properly trained workers would be needed to man them. The major priority of these programs should be to bring about equality of opportunities for disadvantaged people, especially native persons whether they were living on the reserves or not.

13. The final recommendation consisted of advocating the use of analyses from 1971 census data based on Statistics Canada's Occupational and Standard Industrial Classifications Manual for aiding social service academic institutions to plan their enrollment to make it consistent with the employment market demands of the future.

Relationship of the Alberta Study to the Present One

In all humility, we must admit that this Study addressed many of the same problems as we did but that they covered a much wider scope than we had. Whereas we designed our study to determine what skills were needed for the tasks to be done in the social services so that we could eventually be in a position to study which group was more competent at these tasks, the Alberta group tested differential competence at the same time as they were defining employment roles. Much like the Oregon and Florida studies, they simultaneously carried out studies which we had hoped to conduct successively over an extended period of time.

There is, however, one minor catch and that is that, at the same time as they were defining employment roles (in one study), they were assessing differential competence in another. This seems to be somewhat of a logical absurdity, much like trying to build a roof independently of and at the same time as the foundation. To extend the analogy, the roof and foundation may not necessarily line up, in that the differential competence study may not be dealing with the same variables which the employment role study has defined. To put it bluntly, their ambitiousness appears to have gotten the best of them in that they became caught up in a tautology of which they were unaware. It just doesn't make sense to be able to carry out a study to find out what social service personnel are doing (and define roles) and at the same time determine which group is better than the other. The only logical train of study is for one to follow the other.

Study of Mental Health in Alberta (Blair Report)[5]

The purpose of this report was to provide recommendations for the improvement of the total mental health system of services in Alberta. The report covered the entire gamut of service ranging from those provided by the government to those provided by the community. It was specifically concerned with

> ...the diagnostic, treatment, rehabilitative, preventive capabilities of the mental health system, the evaluation of the effectiveness of current programs and strength of supportive research will be singled out for special attention...Finally the report will focus on the provision, development, and executive management of the people who are vital to the success of any mental health service...
>
> It will assign the highest priority to: organization and administration of health services/ an integrated, community-based system for the delivery of care; and personnel for the system and their remuneration, education and development. The importance of improved programs of treatment, rehabilitation and prevention will be stressed and the need for a great deal more research will be documented (from the Preface, p. I).

Blair also recommended at that time that

> Another full-scale study of these services should take place in not more than three years' time and there should be a continuous routine evaluation of the effectiveness of

---

[5] Blair, W.R.N. A Study of Mental Health in Alberta. A report to the Alberta Mental Health Study, 1968, Volumes I and II. Human Resources Research and Development Executive Council, Government of Alberta. Paper presented at the Canadian Psychological Association's Annual Meeting, Victoria, B.C., 1973.

programs and the adequacy of services
in the [illegible] [illegible] [illegible].
p. [illegible].

As described in Volume II of this Report that a great deal of remedial action had taken place since the first volume had been produced with many of their recommendations having been implemented or acted upon.

This report has significance to the present study primarily because it was concerned with an area of service similar to and overlapping with social services, the focus of the present study. There are, nonetheless, differences between the two studies, the more obvious some of which are listed below:

[illegible] Report	Present Study
1. [illegible] had the broad mandate of recommending mental health services.	1. Our purpose was to obtain a descriptive profile of the social services as they exist at the present time. If any major reorganization (as those recommended by [illegible]) was carried out with respect to the social services, many of the results of this study would become [illegible] [illegible].
2. [illegible] study was rather [illegible] oriented. They received the bulk of their information in the form of briefs, position papers from [illegible] planning, professional agencies and organizations (academic and [illegible]). Virtually no input was received from the users of mental health	2. Our study was essentially more empirical. It was [illegible] to get [illegible] "front-line" workers, their immediate supervisors, their [illegible] and consumers of these services. The only time we contacted the senior executive-administrative was in those cases where the organization

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> [illegible]

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> to meet expected labour surpluses
> and shortages.[1]

This Survey would be based on the CCDO (Canadian Classification Dictionary of Occupations). Table 2 indicates the positions of most of the social service employee classifications about whom we would wish to obtain information.

Occupations in Social Work and Related Fields - 233

Social Workers - 2331

> This unit includes occupations concerned with diagnosing and treating social inadequacies in and providing professional counselling to individuals or groups and recommending and applying solutions to difficult social problems that affect individuals and communities. (p.36)

Others Not Elsewhere Classified - 2339

> This unit group includes occupations, not elsewhere classified, concerned with activities in social work and related fields. Occupations concerned with soliciting financial contributions for social work programs are in this unit group. (p. 36)

Occupations in Community Welfare - 2333

> This unit group includes occupations of a non-professional nature concerned with performing tasks similar to those of a social worker but specializing in social welfare work, such as organizing and supervising non-profit social, recreational and educational activities in youth clubs, community centres and similar organizations (p. 36)

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[1] Economic Council of Canada, 1964, p. 178.

TABLE 2

Canadian Classification and Dictionary of Occupations' Listing of "Occupations in Social Work and Related Fields"

Social Workers (2331)

Adoption Agent - Welfare Organization
Case Consultant - Any industry
Case Investigator - Any industry
Case Reviewer - Any industry
Case Supervisor - Any industry
Case Worker - Any industry
Child Consultant - Welfare Organization
Child Welfare Consultant - Welfare Organization
Children's Aid Investigator - Welfare Organization
Children's Counsellor - Welfare Organization
Counsellor - Welfare Organization
Court Worker - Welfare Organization
Detention Attendant - Juvenile Court
Detention Worker - Juvenile Court
Family Counsellor - Welfare Organization
Group Social Worker - Welfare Organization
Medical Case Worker - Any industry
Medical Social Consultant - Any industry
Medical Social Worker - Any industry
Parole Agent - Any industry
Parole Director - Any industry
Parole Officer - Any industry
Parole Supervisor - Any industry
Probation Officer - Any industry
Psychiatric Social Worker - Any industry
Social Worker - Any industry
Welfare Case Worker - Any industry

Others Not Elsewhere Classified (2339)

Case Aide - Any industry
Home Supervisor - Welfare Organization
Juvenile Officer - Any industry
Placement Secretary, Welfare Agency - Any industry
Probation Worker - Any industry
Research Worker - Welfare Organization

TABLE 2 (continued)

Canadian Classification and Dictionary of Occupations Listing of "Occupations in Social Work and Related Fields"

Occupations in Community Welfare (2333)

Activities Director - Community Centre; Y.M.C.A.
Boys' Worker - Welfare Organization
Charity Worker - Any industry
Child Welfare Worker - Any industry
Community Centre Worker - Any industry
Community Service Worker - Any industry
Counsellor - Boy Scouts; Girl Guides
Department Secretary - Welfare Organization
Department Supervisor - Welfare Organization
Director - Community Centre
District Leader - Youth Organizations
Family Visitor - Welfare Organization
Field Director - Welfare Organization
Field Secretary - Welfare Organization
Field Supervisor - Welfare Organization
Field Worker - Red Cross
Field Worker - Welfare Organization
Girls' Worker - Welfare Organization
Group Leader - Welfare Organization
Group Worker - Welfare Organization
Home Visitor - Welfare Organization
Interviewer - Welfare Organization
Interviewer, Welfare Department - Any industry
Investigator, - Welfare Organization
Investigator, Welfare Department - Any industry
Official - Community Chest
Official - Y.M.C.A.; Y.W.C.A.
Placement Secretary - Welfare Organization
Public Welfare Worker - Any industry
Recreation Leader - Any industry
Recreation Supervisor - Any industry
Relief Officer - Welfare Agency
Settlement Worker - Welfare Organization
Social Contact Worker - Welfare Organization
Social Service Worker - Any industry
Supervisor - Community Centre
Welfare Agency Supervisor - Any industry
Welfare Investigator - Any industry
Welfare Interviewer - Any industry
Welfare Officer - Any industry
Welfare Supervisor - Any industry
Welfare Worker - Any industry
Worker - Welfare Organization
Worker, Welfare Agency - Any industry

Their sampling unit for the Survey, in other words the places in which these social service personnel were located, was based on the "Standard Industrial Classification Manual". See Table 3.

> Division 10 - Community Business and Personal Service Industries
>
> Major Group 2 - Welfare Organizations - 828
>
> Establishments primarily engaged in providing basic domiciliary care only; (no treatment or personal nursing care) such as homes for the aged, blind or senile, boarding houses for the aged, day nurseries, shelters, etc. Also included are voluntary welfare organizations such as the Canadian National Institute for the Blind, Canadian Welfare Council, Community Chest and United Appeal Organizations. This industry excludes custodial institutions for delinquents or criminals, i.e., corrective institutions which are included in Division 11 - Public Administration and Defence. (p. 40)
>
> Religious Organizations - 831
>
> Establishments primarily engaged in providing facilities for holding religious services or for the promotion of religious activities. Faith healers are included. Establishments maintained by religious organizations primarily for educational, health, charitable, publishing or other purposes are classified according to principal activity in the appropriate industries. (p. 40)

TABLE 3

Standard Industrial Classification Manual's Listing of "Community, Business and Personal Service Industries"

Welfare Organizations (828)

Canadian National Institute for the Blind
Charitable home operation
Charity organization for society
Child welfare organization
Day nursery, providing care, not education
Federated charities organization
Home for the aged, not providing treatment or personal nursing care
Home for the blind
Shelter for the unemployed
Society for the Prevention of Cruelty to Children
Soup kitchen, private welfare
Welfare organization

Religious Organizations (831)

Salvation Army

Division 11 - Public Administration and Defence

> This division covers establishments primarily engaged in activities that are basically governmental in character. From the viewpoint of type of economic activity, establishments engaged in such activities as enacting legislation, enforcing and administering the law, collecting public revenues and controlling the disbursement of public funds, are clearly governmental in character and do not belong in any other branch of economic activity (p. 42).

The relevant areas in this Division are:

1. Other Federal Administration - 909
2. Provincial Administration - 913

Although the occupational classification is quite detailed, the industrial one seems to apply to very few privately operated social service organizations contacted by our survey. (See Table 4.) It is difficult, for example, to determine where a family service bureau would be included. The most ludicrous feature about these classifications is the wide variety of different names for organizations and individuals carrying out substantially the same function.

The estimates produced by this body for specific occupational groups have negated the necessity of making similar projections as we had proposed to do. Their projections for various occupational categories, including social work, which they have reported regularly on a quarterly basis since 1971, are

TABLE 9

Standard Industrial Classification Manual's Listing of "Public Administration and Defence"

Other Federal Administration (909)

Indian Affairs and Northern Development Department
Manpower and Immigration Department
Penitentiary
Prison, federal
Unemployment Insurance Commission
Veterans' Affairs Department

Provincial Administration (931)

Industrial school, Government, (reform school)
Prison, provincial
Reformatory, provincial
Workmen's Compensation Board

[illegible] comprehensive than any which we might have hoped to carry out. Furthermore, [illegible] than simply been a one-shot effort.[5] We will, therefore, attempt to [illegible] access to the quarterly reports they provide in order to obtain the information about available and projected vacancies for social [illegible] which will be an essential to the proper planning of student intake in the University of Saskatchewan School of Social Work.

[illegible]

There are many problems associated with carrying out useful projection studies. For example, [illegible] and [illegible] ([illegible]) addressed a similar problem as ourselves in attempting to discover

> ...for which professional groups within the social services in [illegible] estimates of future manpower demand had been made, to examine the data and assumptions on which such estimates were based and to suggest lines along which further work...could most fruitfully proceed, in order that [illegible] a picture of staffing needs over the next ten years should be attempted (p. [illegible]).

They [illegible] that [illegible] manpower projections for the social services were [illegible] essential so that a sufficient number of properly trained persons would be available to meet

---

[5] We had hoped that this study would be expanded longitudinally; however, it is unlikely that further funds for this would be forthcoming from the same source (through the Adult Occupational Training Act).

[illegible]

[illegible]

> [illegible]

[illegible]

1. [illegible]

2. [illegible]

[illegible]

[illegible]

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> for our money? Is an increasing proportion of the cost going, first, to those who do the welfare rather than to those who need the welfare and second, for treating at a higher standard the symptoms of need rather than in curing or preventing the causes of need? (pp. 23-24).

Despite the vague objectives of social services (it is difficult to determine whether they are being realized or not), and the hazy relationship between educational level and competence in the field, social service graduates usually get the first chance at the jobs in the social service field. I have referred to the selective preference in social service agencies as possibly being due to a kind of "occupational imperialism" or "professional nepotism" (Maslany, 1973, p. 1), strong words to emphasize that I, like many others, am not convinced that the employment advantage given to social service graduates in the social service may be justified.[1]

Regardless of the fact that this competence has not been shown to be unequivocally related to educational type or level, our contact with most employers has been that they do indeed have very "rigid hiring policies" (Kinanen, 1971, p. 188) and it would be an almost impossible task to persuade them "to scrap" those policies.

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[1] The Alberta Colleges Commission (see Bibliography) has produced evidence through its research which justifies the preferential treatment given to social service graduates. What it found was that the practice of giving preferential consideration to general BA graduates was unwarranted since they did not seem to be any more competent than those without this educational background.

Through our employer contacts we were made aware of the occupational imperialism-nepotism phenomenon which we termed the "mirror effect".[1] On one occasion, we had arranged to meet with two employer representatives from two (correctional) institutions. We asked them about their hiring policies. The first indicated that he would never consider hiring social workers because they were far too idealistic and their training too general for them to be of any use in that setting. What he wanted were employees with psychological (objective) kinds of training. We later asked the same question of the head of another institution which ostensibly had the same function as the former and the employer there expressed antithetical preferences to the foregoing. The latter stressed that he would never hire any psychologically trained person ("they only know how to give tests - they don't know how to get involved in on-going, long-term relationships with people"). Only those with a background in social work were given any consideration there.

The irony here is that two institutions which purport to carry out the same function have such diametrically opposed hiring preferences. We strongly doubted that exposing either to any of the research we have reported in this section would have had any effect towards changing their unsubstantiated biases.

---

[1] We may be guilty here of giving new names to old concepts or else contributing nothing more than coming up with another "semantic" breakthrough but sometimes analogies lead to a better understanding of a phenomenon.

Often our roles as researchers proved to be rather frustrating to us in that we would have liked to have had more of an opportunity to change and remedy some of the shortcomings we became aware of through the course of our interviews. For example, we would have liked to have been able to force an employer to hire non-graduates for certain positions just to find out if one group could handle these positions as well as social service graduates (Kinanen, 1971). The point, however, is that we had no such powers and neither did we try to exercise anything more than subtle coercion. We had our opinions, but we tried our best not to let them show through and affect the responses of those we met. Conscious suppression of our biases was the only way we had to avoid a "Hawthorne" effect from occurring.

CHAPTER II

PROCEDURE

Stage I: Definition of Social Service Organizations and Personnel

The following definitions of social services which had been derived from Crane's (1972) proposal were the basis for the selection of the social service organizations surveyed in this study.

> An organized activity that aims at helping towards the mutual adjustment of individuals in the social environment. This objective is achieved through use of techniques and methods which are designed to enable individuals or groups in communities to meet their needs and solve their problems of adjustment to a changing pattern of society and through co-operative action to improve economic and social conditions (p. 8).

Since the above definition is so general that it would almost apply to any group, Crane cited another more specific one which he had obtained from Professor Nicholas Savé of Laval University.

> ...by social services is meant the organized effort by individuals through special knowledge and skills to ameliorate or eradicate an unacceptable social condition or to meet...social needs within the community. Such services are sanctioned by the community and may be supported by tax money, voluntary contributions or through proprietary auspices. The services are usually

> related to meeting the physiological
> and social needs of the individual,
> his family or social group (p. 8).

We had hoped to encompass a reasonably broad range of persons into the focus of our study. We felt that the results of other studies which had been seeking the answers to similar questions as ours, were not of much use to our study because their definitions of social services had been excessively restrictive. For example, Crane's (1973) Study sampled only those who graduated from social service-related programs; however, it was quite obvious that there were more persons employed in the social services than those with social service-related academic training. Other related studies had similar shortcomings with respect to our purposes. For example, Davis identified social services with a governmental department responsible for this function; but again, there were a large number of social service personnel who were not employed by this department (even though this department was, by far, the largest single employer in this province). Still others have regarded the definition of "social service worker" and "social worker" to be a matter of professional licensing or non-licensing and not a debatable issue at all (Ferretz, 1962).

Stage II: Operational Definition of Social Services

Of the above we felt that Crane's and Davis' definitions would be useful to our purposes. We applied them to formally organized groups obtained from a wide range of directories concerning social service groups and organizations located in this province. (See Appendix C.) When selecting those we considered should be included in our survey, we experienced great difficulty at times in objectively "drawing the line" as to which should be categorized under the term "social services" and which would more appropriately be regarded as belonging to an allied field. Some fairly arbitrary decisions had to be made as to which should be included and which should not. For example, all those organizations with the term "social services", "welfare" (or variations of these) contained within their names (e.g., Department of Social Services, Saskatchewan Association of Social Workers, etc.) were automatically included. On the other hand, there were some, such as legal organizations and teaching institutions, which would have easily corresponded to the above definitions but we nonetheless decided that they should be excluded. Wherever there was any doubt about the appropriateness of including an organization we included it. We felt that it would be better to include an organization that should probably have been excluded than to exclude one that we might later have wished we had included. In other words, the advantages of including too wide a range of groups seemed to far outweigh any possible disadvantages of this selection procedure.

Our broad definition of the social services led to misunderstanding which failed to be sufficiently clarified in, for example, the covering letters accompanying our questionnaires. The connotations of the terms "social services" and "social work" were hard to counteract. Responses ranged from "this doesn't apply to me because I have neither a BSW nor an MSW nor do I want or ever intend to get one" (most common), to "...I hear you are doing a study on the Department of Social Services; we are not connected with them" (less common but nevertheless occurring often enough to warrant mention). It did not matter that we anticipated this ambiguity and tried very hard to explain that we were using the term "social services" in a very general sense. There was still a significant number who either stubbornly refused to change their definitions ("I am not involved in social services no matter what you say") or just could not be gotten through to ("you must have gotten my name by mistake, I have only a grade...."). Where we could, we either tried to inform directly (for example, we interviewed or we sent letters assuring them there was no mistake. This usually resulted in further cooperation, but not always. We suspect that a proportion simply didn't feel they should be included in our study and, consequently, would have nothing to do with it.

The lesson here is that we probably would have been better off to include some form of a twenty-five word or less succinct definition of social services in our letters accompanying the questionnaires, a practice we had deliberately avoided. However, there would still have been the problem of getting the people at [illegible] to read it, understand it and act on it in order to change their personal definition of social services.[illegible]

Stage III: Interviews

At this stage, we set up interviews[illegible] with representatives of the organizations we had identified as "social service" oriented in Stage II. The purpose of this stage was to obtain reactions to our proposed study[illegible] from these organizations and to obtain descriptions of their [illegible] [illegible] services and [illegible] policies. The interviews also served to help us in devising an appropriate survey instrument for the study.

These interviews were conducted on an open-ended basis and in many cases covered subjects which were not included in the

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[illegible] It would have been as difficult as trying to sell Protestant doctrine to a Catholic.

[illegible] For Schedule of Interview see Appendix [illegible], p. [illegible]. For Summaries of Interviews see Appendix [illegible], pp. [illegible] - [illegible].

[illegible] Had it not been for these preliminary interviews, we would have [illegible] very few reactions to the study. Although we sent out close to [illegible] copies of our study proposal, most of the persons we had contacted indicated that they had only read the proposal when we told them that we would be coming to discuss the study with them. In other words, had we not arranged these interviews, very few would have known anything about the study. Providing persons with information about a project is no guarantee that information will be read.

bodies. They were usually tape recorded, later transcribed and edited. They were then returned to the interviewee for any changes, deletions or additions he or she wished to make. If the transcripts were not returned to us we assumed that no such representations had been made. We also requested permission (which was usually granted) to quote these interviews.

The interviews were surveyed for recurring themes which could be used as a basis for items and propositions within sections of the questionnaire. It should be acknowledged, however, that the interviews were not the only source used in developing the survey instrument. We also relied upon [illegible] material from questionnaires developed elsewhere for similar studies.[1] The pilot questionnaire, which was the first result of the categorization of the information obtained from the interviews, can be found in Appendix C, pp. 170 - 182.

The following is an example of an exceptionally good interview [illegible] a typical year with representatives of a consumer group. We have decided to include it here in order so as to give a reader the general flavour of these interviews and also to show how these interviews could go off on a tangent which may not have corresponded to the structure format and may, nevertheless, have been considered worthwhile enough to pursue.

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[1] Those sources from which an adapted questionnaire item(s) appear, preceded by an asterisk, in the list of references.

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Interviewer: How they are going to set it up is to have workers on a counselling level with people. Some workers have large virtually unmanageable caseloads whom they are supposed to help. You end up worrying just making sure their cheques get out to them.

Kipling: Well, sometimes they don't even worry about the blasted cheque.

Letendre: Usually it's the man who won't admit he needs help who needs help. We had one where the worker had to come to the house. The man would not go to ask for help.

Interviewer: You have to work on public relations.

Kipling: In Melfort it is really bad. I think that is the biggest problem. You need education for everybody even for the legislature. Right from the bottom up to the top.

Interviewed by Harold Hugg
Transcribed by Debby Behm
Edited by G.W. Maslany

Our study was conducted independently of any of the persons with whom we dealt. There were certain advantages and disadvantages to this situation. The advantage was that we received quite candid descriptions of their perspectives. At times it appeared that the interview served as a sort of cathartic experience for those we contacted in that it gave them an opportunity to get a lot of things "off their chests" which they would likely not have done had we been carrying out an in-service evaluation. The disadvantage, however, was that we were usually regarded as being some sort of passive reporter-researchers (historical types) who were obtaining a description of a situation without being able to influence or have any effect on what we saw.[1] It is difficult to determine whether the advantages of our situation outweighed its disadvantages. Even if they didn't, there isn't really anything we could have done about it.

A further selection occurred at the interview stage in that a number of the organizations interviewed indicated that they actually had no direct social service kinds of contacts with clients but served purely an administrative function (e.g., the federal Department of National Health and Welfare, Unemployment Insurance Commission, etc.). During the interviews we were occasionally informed about other organizations who would have come within the scope of our study but of whose existence we had previously been unaware (e.g., newly founded consumer groups).

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[1] "...researchers come and go, furthering their own careers leaving the poor behind, unaffected (Caro, 1971, p. 313)".

It also became very clear during this stage that we were being regarded by many as being salesmen for forthcoming graduates of the "Regina School of Social Work". In our opinion, we were doing no such thing but thought of ourselves as carrying out a purely descriptive function. If we were promoting anything, then that would have been higher education, particularly of the social services type. Consequently we prepared a booklet entitled "Summary of Academic Programs Related to Social Service in Western Canada 1973-74" (Appendix B., pp. 45-83) of which we intend to distribute approximately 1,000 to those who requested them (an option on the questionnaire). In this way we would hope to make interested persons cognizant of the variety of programs which are available, where they are located, what they offer, etc.

Stage IV: Obtaining Lists of Names of Possible Participants in the Survey

We next obtained lists of names, from the organizational representatives we contacted during Stage III, of persons to whom we would subsequently send the three types of questionnaires (employee, supervisor or consumer).[1] Included in these lists were the names of those who were dispensers of social services (employees and supervisors). The method used to obtain the majority of the names of social service personnel (employees) was simply to write to the organizations requesting this information. (Correspondence located in Appendix F., p. 192).

Membership lists were obtained from the Saskatchewan Psychiatric Nurses Association and the Saskatchewan Association of Social Workers.

A total of 132 letters was sent to various agencies and organizations requesting the names and working addresses of their employees. After ten days, 84 reminder letters (see Appendix F., p. 194) were sent to those organizations which had not replied. Wherever possible, telephone calls were made to those who did not respond to the reminder letters. As has already been mentioned, some of those who did not initially answer felt they were not sufficiently involved in the provision of social services to justify their participation in this survey. A small number of organizations had disbanded by the time we requested a list of their employees. We were unable to reach or get a response from the remainder either by letter or telephone. As a result, we received lists of names and addresses of slightly over 2,000 employees from 93 social service organizations.

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[1] The contacts that had been made earlier with organizations by means of the personal interview were helpful in producing interest and cooperation in this stage and the remaining stages of our study.

A very small number of organizations requested that we send the questionnaires directly to them and they would distribute them among their employees themselves. In some cases, this was done because the employees wanted to be certain that their responses would remain anonymous, even though we tried our best to assure them that any responses on the completed questionnaires would be kept perfectly confidential.

Some names of persons supervising social service personnel were also secured from the letters sent to organizations asking for a list of their employees.[1] Most of the names of supervisors, however, were received by way of the employee questionnaire. One of the items on the questionnaire asked the employee to provide us with the name and working address of his or her immediate supervisor.[2]

Although the distinction between dispensers and consumers members who would take care of distributing the questionnaire was made available to us at a SCAPO conference.[1]

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[1] From the list of social service personnel obtained from the Department of Social Services, we could, to a large extent, identify those holding supervisory positions by their (Public Service Commission) job classifications.

[2] Though some persons were mentioned frequently, we only sent one questionnaire. This "keeping track" was quite complicated since a number of names recurred (possibly without our knowledge) on our various lists. For example a person's name might appear on a professional association list and also on the staff list provided by the organizations.

Stage V: Distribution and Rates of Return for Questionnaires

This stage consisted of distributing one of the three questionnaires to each of those persons identified during the previous stage as falling into one of the following groups:

1. Dispensers of social service
    a) employees (employee questionnaire)
    b) supervisors (supervisor questionnaire)
2. Consumers of social services
    a) consumers (consumer questionnaire)

The first draft (Appendix F., p. 174) of the employee questionnaire was pre-tested (piloted) on 70 social service employees in Winnipeg, Manitoba. Half of the participants were offered a payment of $2.00 for the return of a completed questionnaire to us, the other half were not offered any payment. In this particular case, the rate of return did not seem to be affected by whether or not the participants were offered payment. The overall percentage of return for both groups combined was 72.6%. In fact, the rate of return from those who were offered payment was lower (68.7%) than the rate of return from those who were not offered payment (76.3%). This unexpected result was probably was rather clear cut, the distinction between employees and supervisors was at times difficult to make on the basis of the information we had available. Therefore, in these ambiguous cases, we sent those persons an employee questionnaire, on the first page of which was a note asking them that if they felt their position was more accurately described as a supervisory one, to return the uncompleted questionnaire with a note to that effect and we would forward them a supervisor's questionnaire instead. Finally, a small number of supervisors names were retrieved by way of correspondence and direct contact with certain organizations during the course of the study. Through these various means we compiled a list containing 808 supervisors'[illegible] names.

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[1] Saskatchewan Conference of Anti-Poverty Organizations Annual Conference, Saskatoon, September 25 - 27, 1973.

We also intended to obtain membership lists from consumers of the social services organizations in order to mail the questionnaires directly to the consumers. We ultimately decided against this strategy because we were informed by the executives of some of these groups that our rate of return would be poor since their members were so afraid that we might disclose their responses to the staff of social service organizations with which they were involved (which might lead to some form of retaliation against them by these staff). Therefore, in cases such as these the consumer groups gave us only the approximate number of members each of them had. Some groups sent us lists of their members; others did not reply at all. The distribution of the questionnaires was handled by an executive member within every organization with which we had contact. The major source of names and addresses of various consumer self-help groups and the executive

[illegible]

due to the fact that one agency sent out the greatest number of questionnaires and, for some reason, experienced some difficulty in distributing the questionnaires to their employees and/or having them complete the questionnaire (perhaps the workers were away from their offices most of the time). As a result, we were not convinced that our question "Does payment of subjects make any difference in terms of returns?" had been answered.[5] In a letter accompanying the questionnaire we also solicited suggestions for improvement of the instrument. These suggestions and criticisms that were made invariably proved to be quite helpful and every effort was made to incorporate them into the study.

Employee Questionnaire

A total of [illegible] employee names were received. Each of these persons was sent an employee questionnaire (Appendix [illegible], pp. [illegible] - [illegible]), an accompanying letter (Appendix [illegible], pp. [illegible] - [illegible]), and a self-addressed business reply envelope. We [illegible] composed seven accompanying letters which varied slightly from one another. The specific one sent depended on the means by which we obtained their names. The letter explained the purpose of the study and tive that we would pay each respondent $1.00 "as a token of our appreciation" for the return of a properly completed questionnaire.[1]

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[5] Our final decision was that even though payment of subjects may not have a very noticeable effect on the rate of returns, it probably would not lower this rate. The only reason for paying subjects was based on the belief that they might be more motivated to make a return if they received some tangible form of reinforcement like money.

After a period of two weeks, reminder letters (Appendix [illegible], p. [illegible]) were sent to those persons who had not yet returned their questionnaires. It appears that these letters had an important effect in improving the rate of return in the period immediately following the mailing of the letters. Of the [illegible] questionnaires which were distributed, [illegible] completed questionnaires were returned to us before the deadline (December [illegible]), although we were still prepared to pay those subjects who sent us their completed questionnaires after this date. We received no answer at all from [illegible] persons. Of the remaining [illegible] questionnaires which were mailed, [illegible] were returned accompanied by persons who identified themselves as supervisors, [illegible] had been sent to subjects who were subsequently identified as being supervisors by other employees and [illegible] questionnaires were returned accompanied by persons who had entered from the [illegible] service, had moved out of the province, or for some other reason did not wish to complete the questionnaire. The number of questionnaires returned which we were able to use for purposes of the study represents approximately [illegible]% of the known possible returns. Had we not been [illegible] to [illegible] [illegible] from

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[1] Some employees were not sent the payment because it was against their department's policy.

[illegible][1] [illegible]

[illegible]

[illegible][2] [illegible]

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[1] [illegible]

[2] [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

information. In most cases we would not get the information. Those who would help us would probably represent a very small group and we are back again where we started - with a biased restricted sample of recipients of social services. In any event, we were well aware that there was more to recipients of social services than recipients of financial assistance (and we are not even sure how representative a sample we have of them). Admitting a shortcoming is a long way from alleviating it; but at least, we have anticipated our critics.

Our expectations had been that the rate of returns from these consumers would most likely be so low that it would prove to be a waste of time to even attempt to obtain any data from them in any other form than, possible, by personal interview. We had expected that a questionnaire (if it were to be at all comparable to the one we sent to the employees and supervisors) would probably be too complicated for them to understand. We knew that this group might not, for the most part, be literate enough to read the questionnaire (apart from the reluctance to fill it out because of being suspicious about its purpose). Although we were correct in these anticipations, those organizations which took on the task of distributing the questionnaire put a great deal of effort into helping their members complete it. We would not have had any hope of getting anywhere near as high a rate of returns as we did had it not been for the cooperation of these organizations. The effective liaison they served between their members and the survey has important implications for any further research we, or any others, may hope to carry out with this kind of group or similar groups elsewhere.

The following two pages contain some of the relevant data. Figure 1 summarizes the number of returns on a weekly basis for each of the groups. Figure 2 is an overall view of the total number of questionnaires sent to and returned by each of these groups.

FIGURE 1

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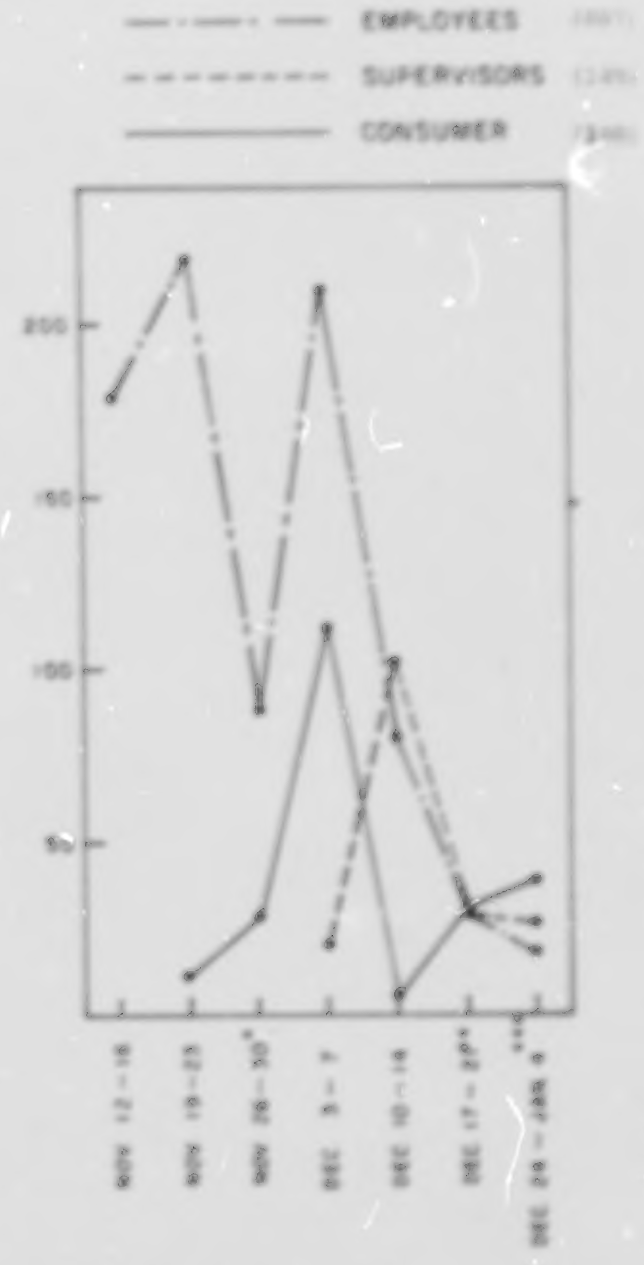
RATES OF RETURN FOR QUESTIONNAIRES (PER WEEK)



* Reminder letters sent to employees (Nov. 28)

** Deadline for inclusion of questionnaires in analyses

***Number of questionnaires received between deadline and Jan. 4

‡ A number of questionnaires were received after Jan. 4: Employees-42, Supervisors-22, Consumers-39. Data from these are not included in the analyses presented in this Report.

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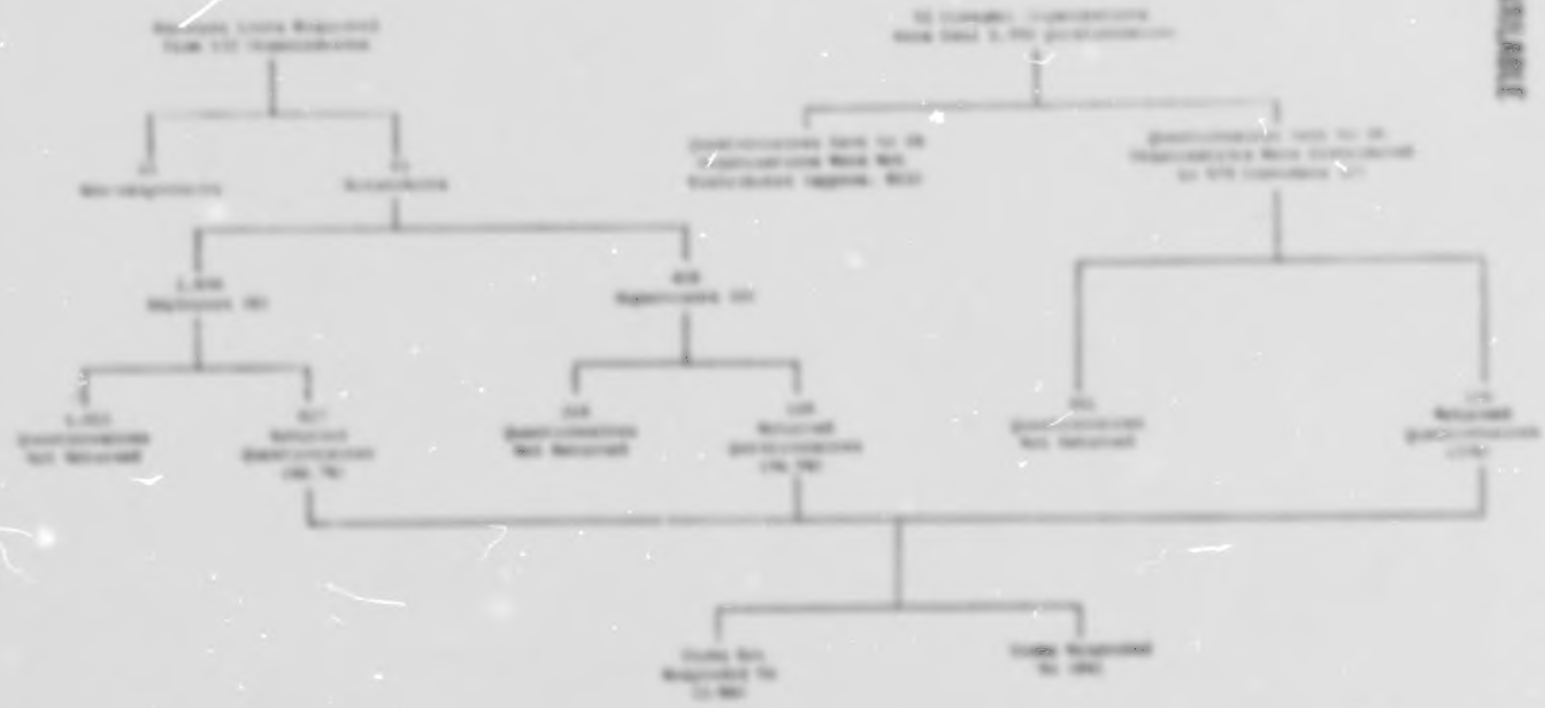
FIGURE 2

Organizational Diagram Describing Breakdown
of Population into Respective Subsamples


Respondents
Supervisors (S)
Questionnaires Not Returned
Returned Questionnaires
Questionnaires Not Returned
Returned Questionnaires
Questionnaires Not Returned
Returned Questionnaires
Items Not Responded To
Items Responded To

DATA ANALYSIS

Method of Statistical Analysis

The simplest of statistics were considered to be sufficiently adequate to analyze the data derived from the questionnaires and obtain the descriptive information that we are seeking. We calculated nothing more complicated than the mean, standard deviation, percentages and, occasionally, mode.[1]

The most obvious criticism against this approach is that we should have used an inferential technique involving tests of significance such as analysis of variance rather than relying on interpretations based on "eye balling" the results. We did not do so for a number of reasons.

We could have carried out a multivariate analysis of variance; however, not without great difficulty. First of all, all respondents did not answer all items. Had we only analyzed the results from those who completed all of the items on which we wanted to compare the groups, we would have been left with only a small handful of comparable questionnaires - a sub-sample which might not have been characteristic of the total group of respondents. Secondly, had we used least-squares estimates to calculate the missing values and conducted the MANOVA with

---

[1] The data were analyzed on a Xerox Sigma Computer using a set of programs referred to as "*Statistical Package for the Social Sciences*" (Nie, Bent and Hull, 1970).

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

1. [illegible]

2. [illegible]

3. [illegible]

[illegible]

1. [illegible]

2. [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

into four groups: governmental; private (e.g., Family Service Bureau); "street" (e.g., Indian-Metis Friendship Centres and service centres such as S.I.G.N. [Society for the Involvement of Good Neighbours] in Yorkton, or the Street Clinic in Regina); and consumers. We interviewed fifty persons from government agencies, 18 from private agencies, 16 from "street" organizations, and 22 (9 - inmate, 13 - self-help) from consumer groups.

The chart entitled "Objectives/Services Offered" characterizes the organizations according to their stated goals and means of obtaining those goals. The next chart portrays the numbers of employees with each particular education level within each type of organization. The next three charts reveal that interviewees were quite specific and open in their opinions on social work education, programs which should be included in social work education and desirable qualities of social workers.

Few people from any of the types of organizations other than consumer groups made any comments at all on the subject of consumers of social services. The ideas (comments) portrayed on the charts regarding consumer groups give a different angle on the thoughts of consumers concerning social services than does the information gleaned from consumers through the questionnaire.

Objectives/Services Offered

	Type of Organization*			
Objectives	C	S	P	G
System-oriented Objectives				
1. Legal and penal reform			1	
2. Improvement in the delivery of social services		2		
3. To relieve workload of social workers	2			
Client-oriented Objectives				
1. Day care centre for under-privileged children		1		
2. Home for ex-inmates				1
3. Work training or sheltered workshop training			1	1
4. Home care for patients released from hospital			1	1
5. Home for unwed mothers			1	
6. Special-care home (nursing home)			1	
7. Group home for mentally retarded children			1	
8. Treatment centre/home for mentally or emotionally disturbed children			2	1
9. Service centre			5	
General Objectives				
1. To attain closer communication between staff and inmates	1			
2. Client support for each other. To create better ability to voice opinions.	3			

*C = Consumer
S = Street
P = Private
G = Government

General Objectives - continued

	C	S	P	G
3. Feedback from consumer groups				1
4. To create client independence (from workers)	2			3
5. To inform members of legal or welfare rights	7	1		
6. To provide a normal, rather than institutional life style for children			1	1
7. Behaviour modification				2
8. Rehabilitation	1		1	11
9. Assistance in finding housing and improvement in housing available		4		1
10. Academic educational programs		1	2	9
11. Public or community education	1	3	2	1
12. To provide information	1	2		5
13. Community work and community development		2		4

Means of Obtaining Agency Objectives

Client-oriented Means

	C	S	P	G
1. Counselling	3	4	3	6
2. Family and marital counselling		4	3	2
3. Therapy group for ex-inmates	1			
4. Awareness of inmate needs				1
5. Work projects e.g., homemaking, meals-on-wheels, meals, food co-ops	2	1	3	
6. Financial assistance		1		7
7. Child welfare				2
8. Medical social work		1		2
9. Recreation	3	4	1	

Client-oriented Means - continued	C	S	P	G
10. Aptitude testing				7
11. Finding employment and mobility programs	2	2	1	12
12. Work with groups		1	1	3
System- or Organization-oriented Means				
1. Administration				5
2. Informal research		1		
3. Work with and referrals to other agencies		11	1	3
4. Use of volunteers		3	4	2

Education Level of Employees

Education Attained

	Number of Employees		
	S	F	C
Social Work Related			
1. Kelsey Institute (formerly S.I.A.A.S.)			6
2. Enrolled in B.S.W.		3	3
3. B.S.W.		1	18
4. M.S.W.			57
Non-university Related			
1. R.N.	16*	5	22
2. R.P.N.		1	13
General University			
1. B.A.	14	2	50
2. B.Ed. or teaching certificates	4	1	20
3. M.A. or partial post graduate	3	2	7
Non-university			
1. Grade 10			12
2. Grade 12	3		20
3. Grade 12 and experience			28
4. Saskatchewan Technical Institute			1
5. Partial university		7	64
6. Experience - no specific qualifications	26	61	48

*of which 15 were volunteers

Courses/Programs That Should Be Included in Social Work Education

Courses/Programs	Number of Comments			
	C	S	F	G
Programs				
1. An increased amount of field work	1	3	7	8
2. A night course in counselling for Workman's Compensation Board Counsellors				1
3. Special classes for those who want to work in the north and with native populations				4
General Classes				
1. Administration			1	1
2. Group work and group therapy			1	1
3. Human behaviour and psychological needs	2		3	2
4. Casework			1	1
5. Community organization			1	1
6. Counselling			1	1
7. General medical knowledge				1
8. Knowledge of law	2		1	4
9. Knowledge of other agencies and resources	4			
Classes on Specific Concerns				
1. Drug addiction of all types				1
2. Recreation				1
3. Child care				1
4. Sociological factors of offenders			1	
5. Operation of institutions			1	

	[illegible]	[illegible]	[illegible]	[illegible]
Classes on Specific Concerns - continued				
6. Judiciary system			2	
7. Federal and provincial law			1	
8. Criminology and corrections			2	2
9. Economics and labour market awareness				2

Comments On Social Work Education

COMMENTS	No. of Comments			
	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]				
1. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]
2. [illegible]				
a) [illegible]			[illegible]	[illegible]
b) [illegible]			[illegible]	[illegible]
Social Work Education in General				
1. Favourable - degrees are important	[illegible]			[illegible]
2. Unfavourable				
a) [illegible]				[illegible]
b) Degrees are not important	[illegible]		[illegible]	[illegible]
c) Social work education is too theoretical		[illegible]	[illegible]	[illegible]
d) Social work education is too general	[illegible]			[illegible]
3. Experience and education				
a) Experience and education are both important				[illegible]
b) Experience is relatively more important than education	[illegible]	[illegible]	[illegible]	[illegible]
c) A social worker's ethnic background is important		[illegible]		[illegible]
d) Ethnic background is not important				[illegible]
e) [illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

	[illegible]	[illegible]	[illegible]	[illegible]
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	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]				
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2. [illegible]				[illegible]
3. [illegible]				[illegible]
4. [illegible]				[illegible]
5. [illegible]			[illegible]	
[illegible]				
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3. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]
4. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]
5. [illegible]	[illegible]			
6. [illegible]		[illegible]	[illegible]	[illegible]
7. [illegible]				[illegible]

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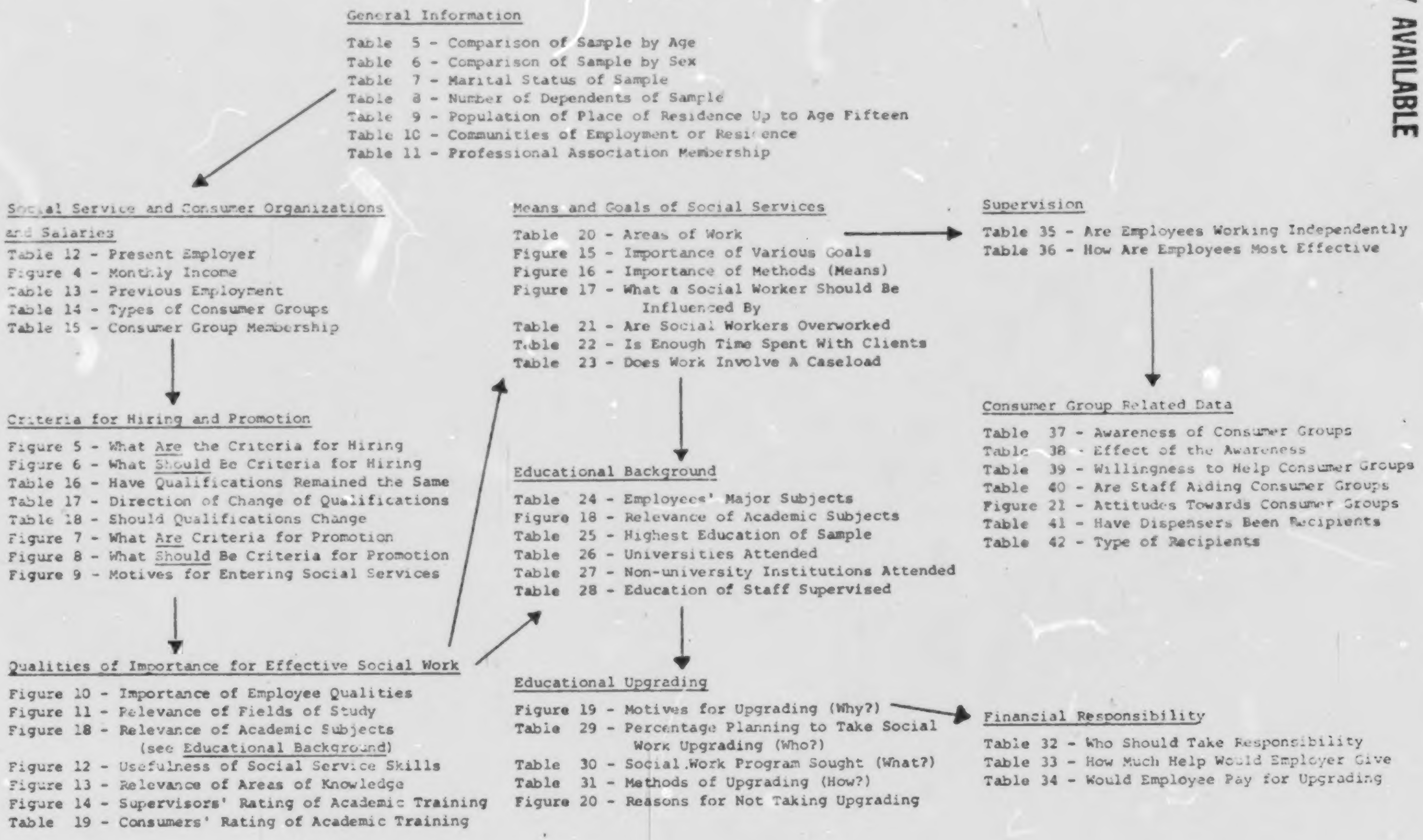
FIGURE 3

Organizational Diagram of Tables and Figures Formulated From Questionnaire Data



General Information

Table 5 - Comparison of Sample by Age
Table 6 - Comparison of Sample by Sex
Table 7 - Marital Status of Sample
Table 8 - Number of Dependents of Sample
Table 9 - Population of Place of Residence Up to Age Fifteen
Table 10 - Communities of Employment or Residence
Table 11 - Professional Association Membership

Social Service and Consumer Organizations and Salaries

Table 12 - Present Employer
Figure 4 - Monthly Income
Table 13 - Previous Employment
Table 14 - Types of Consumer Groups
Table 15 - Consumer Group Membership

Criteria for Hiring and Promotion

Figure 5 - What Are the Criteria for Hiring
Figure 6 - What Should Be Criteria for Hiring
Table 16 - Have Qualifications Remained the Same
Table 17 - Direction of Change of Qualifications
Table 18 - Should Qualifications Change
Figure 7 - What Are Criteria for Promotion
Figure 8 - What Should Be Criteria for Promotion
Figure 9 - Motives for Entering Social Services

Qualities of Importance for Effective Social Work

Figure 10 - Importance of Employee Qualities
Figure 11 - Relevance of Fields of Study
Figure 18 - Relevance of Academic Subjects (see Educational Background)
Figure 12 - Usefulness of Social Service Skills
Figure 13 - Relevance of Areas of Knowledge
Figure 14 - Supervisors' Rating of Academic Training
Table 19 - Consumers' Rating of Academic Training

Means and Goals of Social Services

Table 20 - Areas of Work
Figure 15 - Importance of Various Goals
Figure 16 - Importance of Methods (Means)
Figure 17 - What a Social Worker Should Be Influenced By
Table 21 - Are Social Workers Overworked
Table 22 - Is Enough Time Spent With Clients
Table 23 - Does Work Involve A Caseload

Educational Background

Table 24 - Employees' Major Subjects
Figure 18 - Relevance of Academic Subjects
Table 25 - Highest Education of Sample
Table 26 - Universities Attended
Table 27 - Non-university Institutions Attended
Table 28 - Education of Staff Supervised

Educational Upgrading

Figure 19 - Motives for Upgrading (Why?)
Table 29 - Percentage Planning to Take Social Work Upgrading (Who?)
Table 30 - Social Work Program Sought (What?)
Table 31 - Methods of Upgrading (How?)
Figure 20 - Reasons for Not Taking Upgrading

Supervision

Table 35 - Are Employees Working Independently
Table 36 - How Are Employees Most Effective

Consumer Group Related Data

Table 37 - Awareness of Consumer Groups
Table 38 - Effect of the Awareness
Table 39 - Willingness to Help Consumer Groups
Table 40 - Are Staff Aiding Consumer Groups
Figure 21 - Attitudes Towards Consumer Groups
Table 41 - Have Dispensers Been Recipients
Table 42 - Type of Recipients

Financial Responsibility

Table 32 - Who Should Take Responsibility
Table 33 - How Much Help Would Employer Give
Table 34 - Would Employee Pay for Upgrading

General Information

Table 5 indicates that the three groups being compared were of similar age. As one might expect, the supervisors were the oldest, an average of six years older than the employees whom they were supervising. The consumers fell midway between the two.

Table 6 compares the groups on the basis of sex. Although there were roughly similar proportions of males and females within the employee group, there were more than twice as many males who attained the rank of supervisor than females. Also of interest in this Table is the fact that almost three times as many female consumers responded as did males, although one would have expected that there would be equal proportions of either sex contained within this group.

Some interesting results are presented in Table 7. As one would have expected, most of the people in two of the groups were married; however, there were very few who were married in the consumer groups (about half as many as among the supervisors). The consumers also had the highest rate, by far, of being either separated, widowed or divorced than did the other two groups. These results have face validity in that one would have expected more problems in these regards from those receiving social services than from those who were involved with the dispensing of these services.

Table 8 describes each of the three samples on the basis of the number of dependents they claimed to have. Despite the great difference in income between supervisors and consumers, they both reported the same mean number of children.[1] The employees reported the fewest number of dependents but we strongly suspected that the difference between the employees and the supervisors in this regard was primarily a function of the difference in ages between the two groups. Since employees are an average of six years younger, they have not had as much of a chance to have as many children as the supervisory group.

Table 9 summarizes an item which was only included in the employee and consumer questionnaires. It was eliminated from the supervisor questionnaire in order to cut it down to a basic minimum number of questions. We were afraid that if we were to ask the supervisors too many questions, their rate of returns would be lower. Surprisingly, the largest proportion of persons among the employees and consumers stated that they had spent most of their youth living on farms. This percentage appears to be disproportionate to the actual distribution of the population at present, but this may not have been the case more than fifteen or twenty-five years ago when many of the sample were under the age of 15 (i.e., the province's cities were smaller then or they may have lived elsewhere).

---

[1] I have heard enough supervisors in this sample (whom I know personally) complain about the high cost of supporting a family. If they are having problems, then I am almost afraid to ask what sorts of problems the consumers must be having in raising and providing for their children.

The responses to one of our items concerning the size of the present community in which the respondents live was not reported here because we found a small percentage (primarily consumers) who made some obvious errors. These persons indicated that they were currently resident in towns ranging in size from 50,000 to 100,000 which is impossible as there are no cities of that size in the province. When we cross-tabulated the towns they reported to have lived in with the size of the communities they checked off, this error became obvious (i.e., it was more likely that the name of the communities they indicated was correct and the estimated size was wrong than the other way around). Despite the fact that this error was slight, we decided to discard this item altogether. Instead we classified the sample according to the towns in which they specified they worked or lived according to the population categories employed in the item that was not reported. Table 10 indicates a breakdown of the subjects on the basis of the population categories and also on the basis of the communities in which they either worked or lived. This Table indicates that the majority of the groups live in either Regina of Saskatoon. (It should be noted that we received a very small percentage of the total consumer returns from Saskatoon). The interesting feature here is that the supervisors' distribution among the different population categories was quite similar to the employees'. The consumers, however, were more likely to be located in smaller areas consisting of populations less than 5,000 (29%); whereas only 11% of the employees and 7% of the supervisors were located in these communities. Presumably the employees keep in contact with their clientele by commuting to these smaller localities.

Table 11 gives a listing of the membership in professional associations. Of the 94% of the employees who answered this item, 48% indicated that they belonged to one or more association. On the other hand, 100% of the supervisors answered this item of whom 64% indicated that they belonged to a professional association.

This Table also shows that the most common employee association was the Saskatchewan Psychiatric Nurses Association; for the supervisors, the most common was the Saskatchewan Association of Social Workers. Although there were 55 associations listed by the employees, 80% of the employees were members of one of the first four organizations listed. The supervisors listed 30 associations, the first four of which accounted for 76% of the membership.

TABLE 5

Comparison of Sample by Age*

	Employee	Supervisor	Consumer
Mean	33.7	39.8	35.6
Standard Deviation	10.94	9.66	14.72
Range	20 - 65	25 - 64	16 - 57

*Response rate for each group on this item was > 90%.

E = 1
S = 1
C = 1

125

TABLE 4

Comparison of Sample by Sex

	Employees	Supervisors	Consumers
	N = 86,26	N = 2209	N = 86,38
	%	%	%
Male	51.2	70.5	26.7
Female	48.8	29.5	73.3

A = 2
B = 2
C = 2

TABLE [illegible]

Comparison of Sample on Marital Status

Marital Status	[illegible]	[illegible]	[illegible]
	N = [illegible]	N = [illegible]	N = [illegible]
	%	%	%
Single	[illegible]	[illegible]	[illegible]
Separated	[illegible]	[illegible]	[illegible]
Widowed	[illegible]	[illegible]	[illegible]
Married	[illegible]	[illegible]	[illegible]
Divorced	[illegible]	[illegible]	[illegible]
Other	[illegible]	[illegible]	[illegible]

[illegible]

TABLE [illegible]

Comparison of Sample on Number of Dependents

Number of Dependents	[illegible]	[illegible]	[illegible]
	N = [illegible]	N = [illegible]	N = [illegible]
	%	%	%
0	[illegible]	[illegible]	[illegible]
1	[illegible]	[illegible]	[illegible]
2	[illegible]	[illegible]	[illegible]
3	[illegible]	[illegible]	[illegible]
4	[illegible]	[illegible]	[illegible]
5	[illegible]	[illegible]	[illegible]
6	[illegible]	[illegible]	[illegible]
7 or more	[illegible]	[illegible]	[illegible]
Mode	[illegible]	[illegible]	[illegible]
Mean	[illegible]	[illegible]	[illegible]
Standard Deviation	[illegible]	[illegible]	[illegible]

[illegible]
[illegible]
[illegible]

TABLE [illegible]

Population of Place of Residence [illegible]

Population of Place of Residence	[illegible]	[illegible]
	[illegible]	[illegible]
	%	%
Farm	[illegible]	[illegible]
Less than 500	[illegible]	[illegible]
500 - 1,000	[illegible]	[illegible]
1,000 - 5,000	[illegible]	[illegible]
5,000 - 10,000	[illegible]	[illegible]
10,000 - 50,000	[illegible]	[illegible]
50,000 - 100,000	[illegible]	[illegible]
Over 100,000	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

[illegible]	[illegible]		[illegible]		[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
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[illegible]	[illegible]		[illegible]		[illegible]	
[illegible]		[illegible]		[illegible]		[illegible]
[illegible]		[illegible]		[illegible]		[illegible]
[illegible]		[illegible]		[illegible]		[illegible]
[illegible]		[illegible]		[illegible]		[illegible]
[illegible]		[illegible]		[illegible]		[illegible]
[illegible]	[illegible]		[illegible]		[illegible]	
[illegible]		[illegible]		[illegible]		[illegible]
[illegible]		[illegible]		[illegible]		[illegible]
[illegible]	[illegible]		[illegible]		[illegible]	
[illegible]		[illegible]		[illegible]		[illegible]
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[illegible]		[illegible]		[illegible]		[illegible]
[illegible]		[illegible]		[illegible]		[illegible]
[illegible]	[illegible]		[illegible]		[illegible]	
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[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

be very difficult to meaningfully organize as over 160 separate classifications emerged from the two groups. A comparatively large number of people were employed under a few job titles such as Social Service Worker I; many titles, however, were restricted to only a few employees. Respondents were asked to be as specific as possible, but problems still arose, for example, from some stating their classifications as being "Social Worker" while others stated their classification as "Social Worker I". We had no method of discerning whether the two titles referred to the same jobs or not. Many job classifications included the titles "supervisor", "director" or "counsellor". Obviously all of these classifications did not refer to the same types of positions, but in many cases may have been different titles for similar positions. In some smaller organizations, almost all employees seemed to be "supervisors" or "directors" of something. Asking respondents to state their job classifications did very little to help us to understand the work that was being performed as the possibilities, which we could not distinguish, ran from the extremes of very different jobs being performed under very similar titles to very similar jobs being performed under slightly or very different titles.

The employees were asked to designate their work as being full-time or part-time. Very few (7%) worked part-time. Of those who did, many were psychiatric nurses. It did not seem necessary to ask supervisors whether or not they worked full time, as supervision of other employees can logically be considered a full-time responsibility.

Table 13 shows a breakdown of the dispensers according to their previous employment experience. The largest number of employees had previously been involved in nursing. Supervisors were most likely to have had previous employment in some field of the social services. It was not surprising that 18% of the supervisors as opposed to only 8% of the employees indicated any previous experience in administrative areas since supervisory positions have administrative responsibilities. Although a fairly large percentage of both groups of dispensers stated that they had previously worked in "other" fields than those listed in Table 13, no pattern emerged for either group. Office work and "labouring" jobs were, however, frequently mentioned by both groups. The biggest surprise regarding this item was the relatively high percentage of both groups who had indicated they had previous experience in "direct sales". This was essentially a "garbage item" which was included as an alternative and had little more justification than to fill in space. We had not expected that there would be such a high percentage of former salesmen in these two groups.

The supervisors reported that they had worked an average of eleven years with their particular organization (standard deviation for this figure was 9.7). Although they may have worked for several years with one organization, many may have been employed in several positions as they worked their way up to being supervisors.

Table 14 gives the breakdown of the consumer sample on the type of groups to which they belonged. Most of the 33% who specified that they belonged to an "other" type of organization were members of single-parent groups.

Table 15 lists the sixteen groups from which the consumer sample was obtained showing the percentage of the total sample who responded from each group. Ninety-eight percent of the consumers who returned their questionnaires answered the related question. The highest percentage of the total returns was received from Central Community Services located in Regina. Messrs. Tom Brown, Al Skagen and Chuck Kowalski deserve special mention for the assistance they provided us. With their help, we were able to make the contact with the majority of the consumer organizations listed. Without it, we would have had little hope of receiving as much cooperation as we did from these organizations.

TABLE 12

Present Employer

Employer	Employee N = 97.9% %	Supervisor N = 98.7% %
I. Provincial Government	71.6	67.3
Departments		
Culture and Youth	.7	
Education	.2	
Northern Saskatchewan	2.2	
Public Health	23.2	15.6
Social Services	34.8	38.1
Core Services	7.0	8.8
Agencies	2.6	.7
Miscellaneous	.9	4.1
II. Federal Government	9.2	13.0
III. Private Agencies	13.0	16.6
United Appeal Supported	3.7	6.9
Non United Appeal Supported	9.3	9.7
IV. Miscellaneous	5.3	2.1

E - 8
S - 7

FIGURE 4

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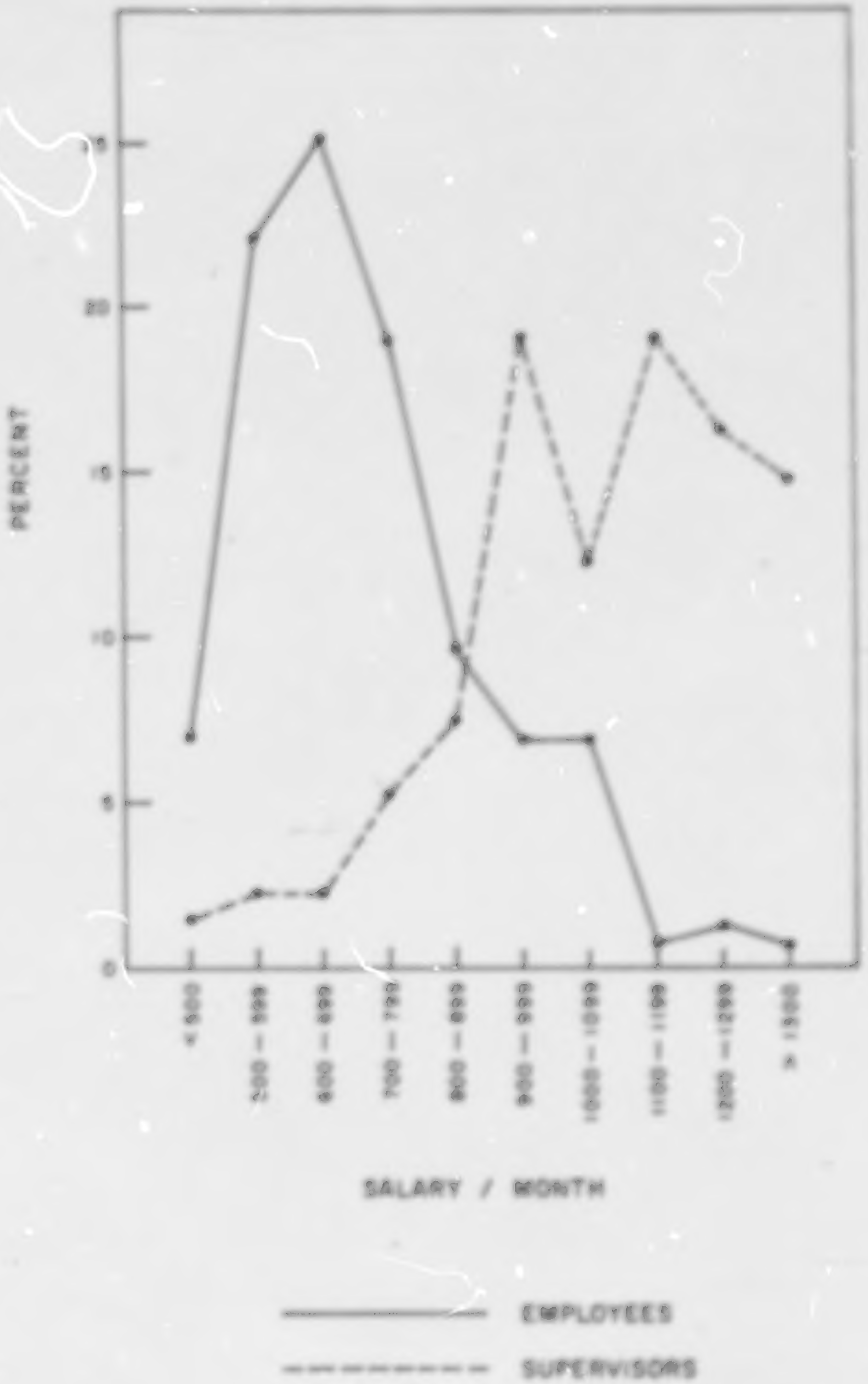
PRESENT MONTHLY INCOME



E - 5
S - 5

TABLE 13

Previous Employment Experience

Employment Field	Employee	Supervisor
	%	%
Nursing	22.5	20.1
Social Services	18.3	38.5
Direct Sales	14.1	11.4
Human Services other than Social Services	13.6	18.4
Teaching	12.5	13.1
Administration	9.6	31.5
Agriculture	7.2	4.0
Religious Field	2.3	5.4
Other	26.2	28.9

E = 26
S = 13

TABLE 19

Type of Group to Which Consumers Belong

Type of Group	N = 227 %
Anti-Poverty	65.6
Foster Parents	1.8
[illegible]	0
Other	32.6

Table [illegible]

Consumer Group Membership

Consumer Group	[illegible] %
[illegible], Regina	[illegible]
[illegible]	[illegible]
[illegible], Regina	[illegible]
[illegible], Regina	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible], Regina	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible], Regina	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]

[illegible]

[illegible]

[illegible]	[illegible]
[illegible]	[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

> [illegible]

[illegible]

[illegible]

[illegible]

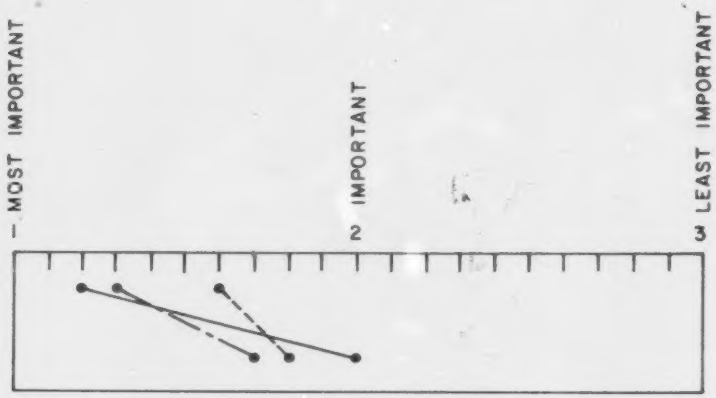
[illegible]

FIGURE 6

Importance of Criteria Respondents Felt Should Be Used in Hiring Staff for the Social Servic

Employees — - — - —
Supervisors - - - - - - - - - -
Consumers ————————

	N (%)			SD		
	E	S	C	E	S	C
Related Experience	96.2	96.0	91.0	.5	.6	.5
Educational Background	93.3	93.3	88.3	.6	.5	.7
Other	37.7	61.1	19.7			



E - 41 (b)
S - 23 (b)
C - 18 (b)

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TABLE 16

Have Employment Qualifications Remained the Same as When Staff Were Hired?

	Employee	Supervisor*
	N = 88.9%	N = 94.0%
	%	%
Yes	82.8	59.3
No	17.0	40.7

*Supervisors were asked whether the qualifications for the positions they were supervising had remained the same over the past five years.

E - 35
S - 19

TABLE 17

Direction of Change in Employment Qualifications for Employees' Positions

	Employee	Supervisor
	N = 3.3%	N = 46.3%
	%	%
Increased	61.3	85.5
Decreased	32.3	14.5

E - 36 (a) & (b)
S - 20 (a)

TABLE 18

Should There Be Changes in Employment Qualfications for Employees?

	Employee N = 76.6% %	Supervisor N = 59.1% %
Yes	22.5	47.7
No	77.2	52.3

E - 37 (a)
S - 21 (a)

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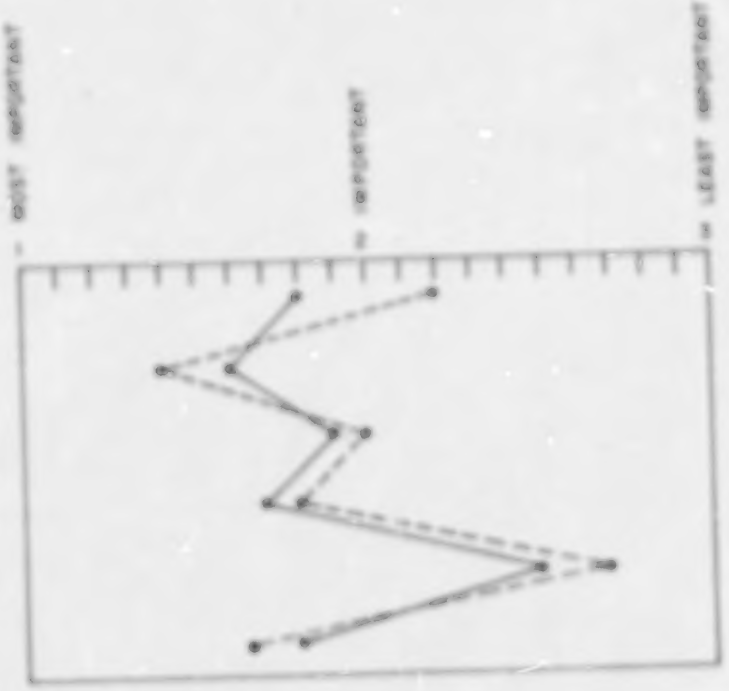
FIGURE 7

Importance of Criteria Respondents Felt Are Being Used in Determining Promotions

Employees ————

Supervisors - - - - - - -

	N (%)		SD	
	E	S	E	S
Length of time on staff	91.2	90.6	.7	.6
Merit (on the job performance)	91.8	93.3	.7	.6
Previous work experience	90.6	92.6	.6	.5
Educational background	92.4	94.0	.7	.5
Knowing the boss	87.9	87.9	.7	.6
Personal attributes	87.9	93.3	.6	.6
Other	9.1	24.0		



E – 42 (a)
S – 24 (a)

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FIGURE 9

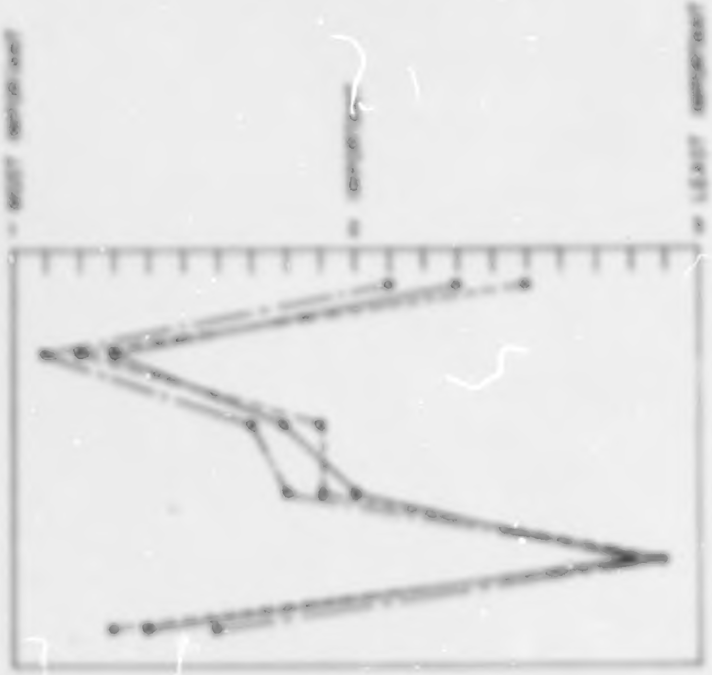
Importance of Criteria Respondents Felt Should be Used in Determining Promotions

Employees —·—·—

Supervisors - - - - - -

Consumers ————

	N (%)			SD		
	E	S	C	E	S	C
Length of time on staff	89.6	90.6	90.4	.7	.6	.7
Merit (on the job performance)	94.7	90.0	93.6	.4	.6	.6
Previous work experience	91.8	92.6	94.7	.6	.5	.7
Educational background	91.5	94.0	91.0	.6	.5	.5
Knowing the boss	88.0	88.6	92.0	.3	.3	.6
Personal attributes	89.7	91.3	91.5	.6	.5	.6
Other	10.0	24.2	11.7			



E = 42 (b)
S = 24 (b)
C = 11

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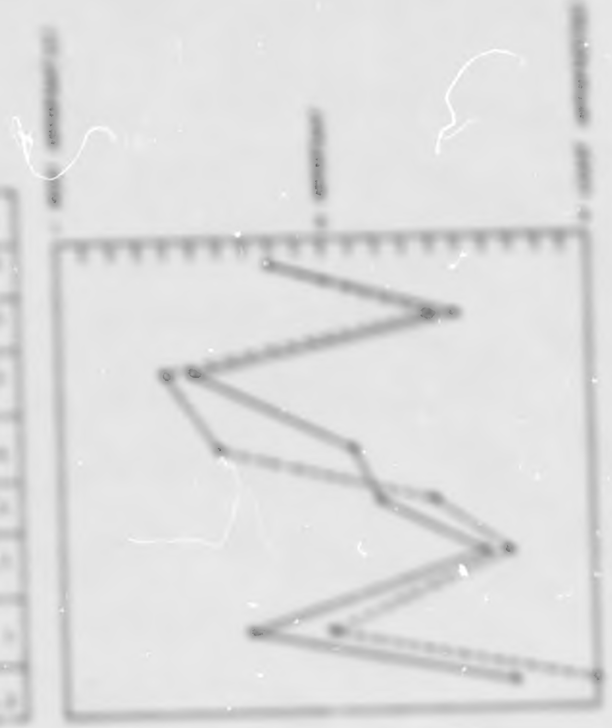
FIGURE [illegible]

Importance of Reasons for Entering the Social Service Field*

Employees ————

Supervisors - - - - -

	[illegible]		[illegible]	
	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]		



*Supervisors were asked what should be the reasons for entering the field, whereas the employees were asked what their reasons actually were.

N = [illegible]
N = [illegible]

Qualities of Importance for Effective Social Work

Figure [illegible] refers to the relative importance of various qualities to competence in the social services. All groups regarded "one's personality" as the most important variable with respect to competence. The consumers considered life experience to be more important than did the other two groups (presumably because the former felt they had more of it than the latter). On the other hand, both supervisors and employees considered that educational qualifications were more important than did the consumers (again, presumably because the former felt they had more of it than the latter). Surprisingly, the consumers rated previous work experience as being more important than did either of the other two groups. Supervisors indicated it to be the least important quality (which is quite surprising, since probably they had more work experience than the other two groups).

Figure [illegible] represents the ranking of the relevance of various fields of study of social work education to social work. All groups seemed to agree fairly well on the medium relevance of family services, community planning, group work and physical rehabilitation. The consumers had a consistent tendency to identify all of the areas of education listed as being slightly more relevant to social work (with the exception of community planning and group work) than did the employees. The consumers [illegible] social problems and study of the [illegible] of social policies as being the two most important areas, while the supervisors and employees indicated group work and family [illegible].

Figure 11 compares the consumers and employees in their attitudes about the usefulness of various skills. The profiles of both groups was much the same. Both associated the highest importance to human relationship and communication skills and less importance to the need for supervisory skills (though we would have expected a different answer had we asked this of some of the supervisors) and the skills of speaking and writing well (although the latter skills were regarded as having [illegible], they were not regarded as being as useful as either the relationship skills or communication skills).

Consumers and employees were also asked about the importance of certain kinds of knowledge to social services (Figure 12). Consumers rated [illegible] related to social services as having the greatest [illegible]. [illegible] [illegible] [illegible] and [illegible] [illegible] although they are also considered to have some importance. [illegible] [illegible] to their high rating of the [illegible] of [illegible] is the fact that social [illegible] are [illegible] [illegible] [illegible] and by consumer groups to make their members more aware of their rights.

The employees rated "knowledge of community resources" as being of relatively high importance (although this category

[illegible]

[illegible]

[illegible]

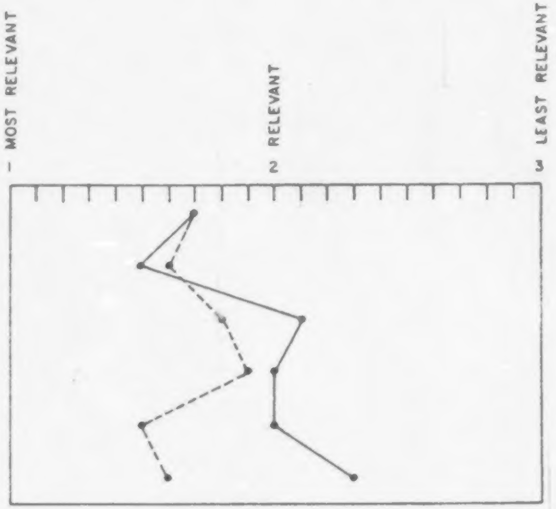
[illegible]

[illegible]

FIGURE 13

Relevance of Knowledge of Certain Areas to Social Service Positions*

	N (%)		SD	
	E	C	E	C
Human growth and development (e.g., classes in general psychology)	90.2	91.5	.7	.7
Knowledge of community resources (e.g., location and services provided by various social services or related agencies)	91.9	91.5	.6	.6
Social work philosophy	88.6	88.3	.7	.6
Social work policy	87.3	81.9	.7	.7
Legislation (i.e., knowledge of statutes relevant to social services, e.g., landlords-tenants act)	87.6	91.5	.7	.6
Social work education cannot be made relevant until the system is changed	77.8	81.9	.7	.7
Other	3.2	2.7		



*Employees were asked to relate these areas to their specific jobs; whereas consumers were asked to relate them to social work in general.

E - 22 (c)
C - 15 (c)

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FIGURE 14

Relevance of Various Academic Qualifications to Social Service Positions Cited by Supervisors

	N(%)	SD
Graduate work in social work-related fields (e.g., MSW)	80.5	.7
Bachelor of Social Work	76.5	.7
Bachelor of Arts (Social Sciences)	78.5	.6
Bachelor of Arts (General)	76.5	.6
Welfare Worker Technologist Certificate	77.9	.6
Grade XII (with social service-related experience)	75.2	.7
Grade XII	76.5	.6
No minimum education qualifications	71.8	.5
Other	21.5	

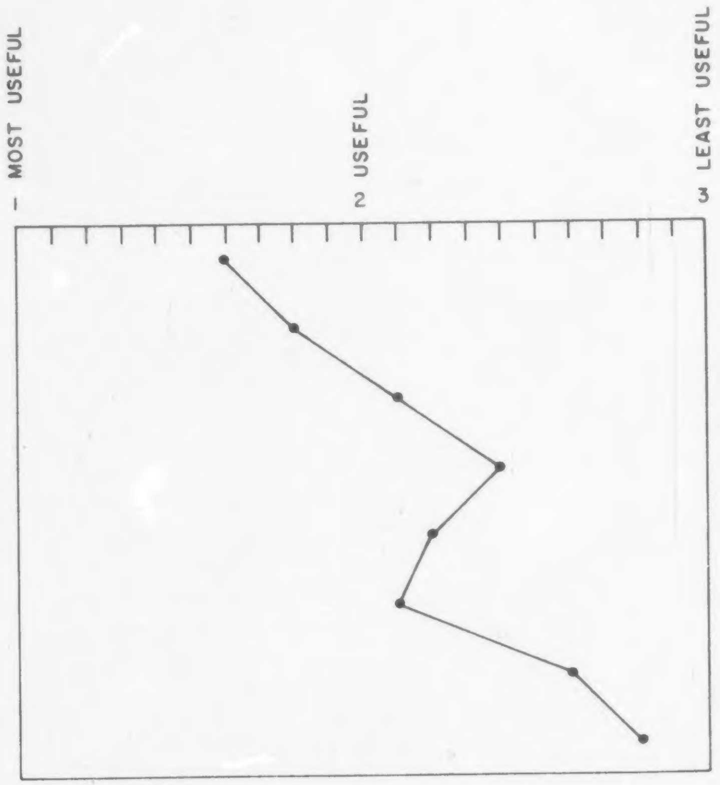

TABLE 19

Relevance of Various Types of Training to Competence of Social Workers Cited by Consumers

Type of Training	Consumer N = 94.7% %
Specific classes in areas of relevance to the person's job	42.7
University social work training	37.1
Technical or community college program	12.9
Any university training	1.1
Other	6.2

C - 14

Means and Goals of Social Services

Table 20 gives the breakdown of the dispensers on the basis of the kinds of problem areas with which they deal. Employees were more likely to be involved with individuals and families than they were in the other areas; the supervisors indicated themselves to be very heavily involved in all of the areas listed (consistently more so than the employees). Some of the "other" responses which occurred here were: community organization, public relations, court work, interdisciplinary problems, and maintaining staff morale.

We also asked the employees about any volunteer work they had done prior to their present job.[1] Almost half of them indicated that they had been involved in some form of volunteer work which was primarily in areas of youth, recreation and church groups. They were also asked whether they were working in other areas, in addition to their present job. Of the 93% who answered this item, 29% specified that they were. The work they were doing was spread among a number of areas primarily relating to either human services or the social services. It should be noted that the majority of the 29% doing other work apart from the present job were not being paid for it; however, 19% of the 29% indicated that they were getting remuneration. It does not seem that any mpre than 5% of the social service staff is "moonlighting". If anything, this percentage probably overestimates the number who are engaged in employment apart from their regular jobs since some respondents to this item seemed to have interpreted it wrongly, believing that it referred to the kinds of activity involved in their regular employment.[1]

---

[1] This data is not reported on a Table or Figure.

We were interested in discovering the importance of various goals of social services by comparing what employees were doing in their specific jobs to what supervisors and consumers felt social workers should be doing (Figure 15). The most important goal cited by all three groups was that of helping people become self sufficient (although, surprisingly, the consumers rated this item of a slightly lower importance than either of the other two groups). It is quite noteworthy that the supervisors' profile was highly similar to that of the consumers even though consumers generally have only indirect contact with supervisors. Supervisors and consumers rated "changes in welfare philosophy", "increasing opportunity for social-political participation of disadvantaged groups" and "improving the organization and delivery of social services" as important; however, the employees' rating of the importance of these areas in their specific jobs was much lower.

---

[1] The reason being that the hours they described totalled to the proverbial 40 hour week.

This does not at all deny the existence (a minority) of employees who may be very outspoken (even militant) about the necessity for social change. The point is that employees, as a whole, agreed with the other two groups on the importance of more specific, client-oriented goals, but felt that the other goals mentioned above were not particularly relevant to their jobs.

Figure 16 compares the three groups with respect to their ratings of the relative importance of various kinds of intervention. Again, supervisors and consumers were asked what the importance of the categories should be and employees were asked the importance of these categories as they related to their specific jobs. The profiles of consumers and supervisors were far more consistent with one another than were either of these with the employees'. Employees had a consistent tendency to rate all areas other than counselling, therapy and rehabilitation of relatively lower importance. Supervisors rated rehabilitation (which involves more than counselling) as the most important. Consumers gave the highest rating to the most concrete methods which included rehabilitation, child care, financial assistance, adequate housing (rated by them as the most important) and job placement. In other words, while the employees feel that, in their work, it is very important for their clients to talk about their problems (via counselling), the clients want practical things (adequate housing, financial assistance, rehabilitation).

Figure 17 discloses one of the most interesting findings of the entire study. Employees and supervisors agreed very highly with one another about the relative importance of various factors when deciding upon a course of action with a client. Consumers indicated a parallel profile when they were asked to rate these factors in terms of how important each should be in reaching a decision. The client was regarded as being the most important factor, followed closely by the employee's own judgment. On the other hand, the advice of the supervisors, agency policy and community expectation were all considered to be of relatively lower importance. When, however, consumers were asked how important they felt each of these factors actually were when it came to deciding a course of action with a client, the most important factors which emerged were agency policy and the advice of the supervisor, followed closely by the employee's own judgment and, to a lesser degree, the client. The status of community expectations remained unchanged in the relatively low rating of importance. As far as the clients are concerned, the way that decisions about them are being made is not the way they should be made; however, the employees and supervisors are suggesting that the way their decisions are made is consistent with the way that consumers think they should be made.

The three groups were asked whether they felt that social service personnel were overworked. They indicated roughly similar and even proportions of affirmative and negative responses to this, time. Table 21 represents the [illegible] [illegible] among the three groups.

In addition to the question of [illegible] [illegible], the employees and consumers were asked whether enough time was spent with clients. Although the difference wasn't really substantial, more consumers felt that social service staff were spending enough time with clients than did the employees. One would have expected the results to be reversed (i.e., consumers complaining that their workers didn't have enough time to spend with them). This is reported in Table 22.

Table 23 reports the results of a question asking both employees and supervisors whether they were involved in working with a caseload. Almost twice as many of the employees as supervisors indicated that they were working with caseloads.

We also asked how many they actually had in their caseloads. The mean caseload for employees was [illegible] (standard deviation = [illegible]) while for the supervisors the mean caseload [illegible] (standard deviation = [illegible]). As the standard deviations indicate, the range of caseload sizes varied greatly with some reporting caseloads which seemed to be administratively [illegible] large.

TABLE [illegible]

[illegible]

Areas of Work	EMPLOYEES %	SUPERVISORS %	EMPLOYEES %	SUPERVISORS %
(a) Individuals and families	[illegible]	[illegible]	[illegible]	[illegible]
(b) Small groups	[illegible]	[illegible]	[illegible]	[illegible]
(c) [illegible] groups	[illegible]	[illegible]	[illegible]	[illegible]
(d) Supervision and consultation	[illegible]	[illegible]	[illegible]	[illegible]
(e) Education and staff development	[illegible]	[illegible]	[illegible]	[illegible]
(f) Administrative responsibilities	[illegible]	[illegible]	[illegible]	[illegible]
(g) Other		[illegible]		[illegible]

N = [illegible]
N = [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

	[illegible] [illegible] [illegible]	[illegible] [illegible] [illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]

[illegible]

TABLE 23

Work Involves a Caseload

	Employee	Supervisor
	N = 92.6%	N = 98.0%
	%	%
Yes	64.2	34.2
No	35.6	65.8

E - 33 (a)
S - 17 (a)

Educational Background

Table 24 contains a list of the top seven major subjects taken by the employee group while at university. The most common of these was psychology (31%) with sociology and social work (12% and 11% respectively) running a distant second. In addition to asking employees about their majors, we asked those who were not planning to take any further education which and how many classes they had taken in all. Both psychology and sociology headed the lists again (46% and 39% respectively) with the remainder, including social work, being very minimally represented. These responses confirmed the information reported about major subjects — that the most popular university courses among the employees were firstly, psychology and secondly, sociology.

Figure 18 shows the rating supervisors and employees gave to various academic subjects with regard to the relevance these subjects had to social service positions. The profiles were highly consistent with one another with the exception of "education" (i.e., teacher training). Supervisors considered education to be less relevant to their employees' positions than did the employees themselves. Psychology, sociology and social work were rated as being of comparably high relevance while those rated as having little relevance were history (least relevant), followed closely by social studies, political science and anthropology (in that order).

Table 25 describes the sample on the basis of their highest educational qualifications achieved. This Table compares the educational qualifications employees themselves claimed to have and the educational qualifications the supervisors claimed that the staff under their charge had. The proportions cited by both groups are quite similar. The 27% which has been included in the "other" qualifications category (first column) probably would have been lowered substantially had we allowed for a category which specified medically-related certificates or diplomas for the related question on the supervisor questionnaire. The supervisors seemed, on the whole, to be better qualified than the employees, with a substantially high proportion of them having had social work-related training.

Probably the most revealing comparison is the consumers' educational level with that of the other two groups. More than 90% of the consumers reported having completed their education to grade 12 or less; 27% of the employees and 14% of the supervisors reported having completed this educational level. It should be noted, however, that 23% (this percentage is not recorded on Table 25) of consumers stated that they had started, but not completed, a university or other post secondary course. These percentages suggest that one of the main features distinguishing the dispensers from the consumers of social services is the educational level they have.

By far the most popular university qualification among the employees was the BA degree. Among the supervisors, it was the social work-related degree (MSW). The largest percentage of any of the categories (university or non-university) among the employees, however, was the Psychiatric Nurses. Furthermore, it appeared that there was little chance of a person with only a BA degree or Psychiatric Nurses Certificate ever attaining a supervisory position. Although 24% of the employees indicated that they had Bachelor degrees and 24% indicated Psychiatric Nurses Training, only about 11% of the supervisors had these kinds of backgrounds.

We strongly suspect that the majority of the 14% of those among the supervisors without any post-secondary training are holding their positions primarily because of seniority. Regardless of the experience they may have accumulated or competence they might have, were they to quit their jobs tomorrow, most would probably have trouble getting back into the social service delivery system the day after, even if it were just as an employee.

From this Table, it appears that the best way of getting away from becoming a consumer of social services is to have further formal education (although this isn't necessarily a guarantee). The best way of becoming a supervisor is to obtain a social work-related degree (especially an MSW).

Table 26 shows that, among the employees, the largest proportion received their university education in this province. Among the supervisors, the largest number attended either the University of British Columbia or the University of Saskatchewan. Seventy-nine percent of the employees and 77% of the supervisors attended one of the four universities listed in this Table.

Table 27 indicates that the most common non-university post-secondary institutions referred to by the employees were the Saskatchewan Training School at Moose Jaw, the Saskatchewan Hospitals in Weyburn and North Battleford and the Institute of Applied Arts and Science in Saskatoon. The supervisors received their non-university, post-secondary training at a number of institutions, none of which was significantly mentioned more frequently than any other.

Table 28 gives a breakdown of social service positions cited by supervisors on the basis of educational qualifications. This Table, which we thought would be relatively straightforward, posed great problems for us. In short, the data we received from it proved to be a real mess. Since we had two levels of supervisors (i.e., supervisors responsible for direct service workers and supervisors responsible for supervisors who were responsible for direct service workers), some of the direct service staff were undoubtedly reported more than once. Therefore, the total number of positions cited (1,227) does not represent that many independent positions but probably a far smaller number. In spite of the unforeseen overlap, the proportions of staff in each of the categories can still be usefully interpreted, however, only with great caution, keeping in mind the element of redundancy reported above.

According to these proportions, the grade 12 (with experience) group and the BA graduate group are the largest in the field, closely followed by the category of "no minimum educational qualifications". The BSW and the welfare worker technologist seemed to be very poorly represented (the latter only slightly better than the former).

Only 20% of the supervisors responding indicated any vacancies at present but it appears that the term "vacancy" was not properly clarified. Some interpreted it to mean (as we had hoped they would) that this referred to the number of positions which they have available at the present time. However, a sizeable portion of the respondents included in the "vacancy" category those positions which were currently occupied but by persons with less than the minimum qualifications for the position (a technical but not an actual vacancy). In this regard, the highest number of vacancies were for people with MSW's followed closely by BA graduates. Although there was only a small percentage (4%) of positions vacant for BSW graduates, there were quite a few more positions reported as being vacant for the welfare worker technologists. It should be noted that there is a bit of inconsistency between these results and those reported elsewhere. (E.g., Table 30 - The Types of Social Work Training Sought and Figure 16 - Supervisors' Rating of Relevance of Various Academic Qualifications.) These other results tend to favour all social work-related education over any other kind while in this Table only the MSW appears to be in demand. The inconsistency would probably be resolved by the interpretation that the figures in Table 28 represent the vacancies according to "agency policy"; while on the other hand, other results reflect personal attitudes about the relevance of various kinds of education to social work. Social service personnel seem to be of the opinion that the kinds of qualifications they have are not as high as they would like them to be.

Comparison of the present number of staff with the projected number of staff shows a slight decrease in the proportion of non-university and BA graduates with a slight increase in BSW and MSW graduates. According to the Table, if these projections are accurate, the BSW and technical graduates (with specific social service-related training) would still make up only approximately 10% of the positions in the social services.

We also asked the supervisors to specify the number of part-time staff they had in each of these categories, but, due to the problems we experienced in organizing the results concerning the full-time staff, and since part-time staff was mentioned only rarely, we eliminated consideration of them.

TABLE [illegible]

Major Subjects Identified by Employees

Major	% = [illegible]*
Psychology	[illegible]
Sociology	[illegible]
Social Work (including Counseling, Corrections)	[illegible]
Education	[illegible]
Political Science	[illegible]
Physical Education	[illegible]
English	[illegible]
Other (e.g., Arts and Science majors, Theology, Administration)	[illegible]
Number of major subjects mentioned	[illegible]

*This number represents the total number of majors cited rather than the number of responses to this question. Some respondents had more than one major.

N = [illegible]

156

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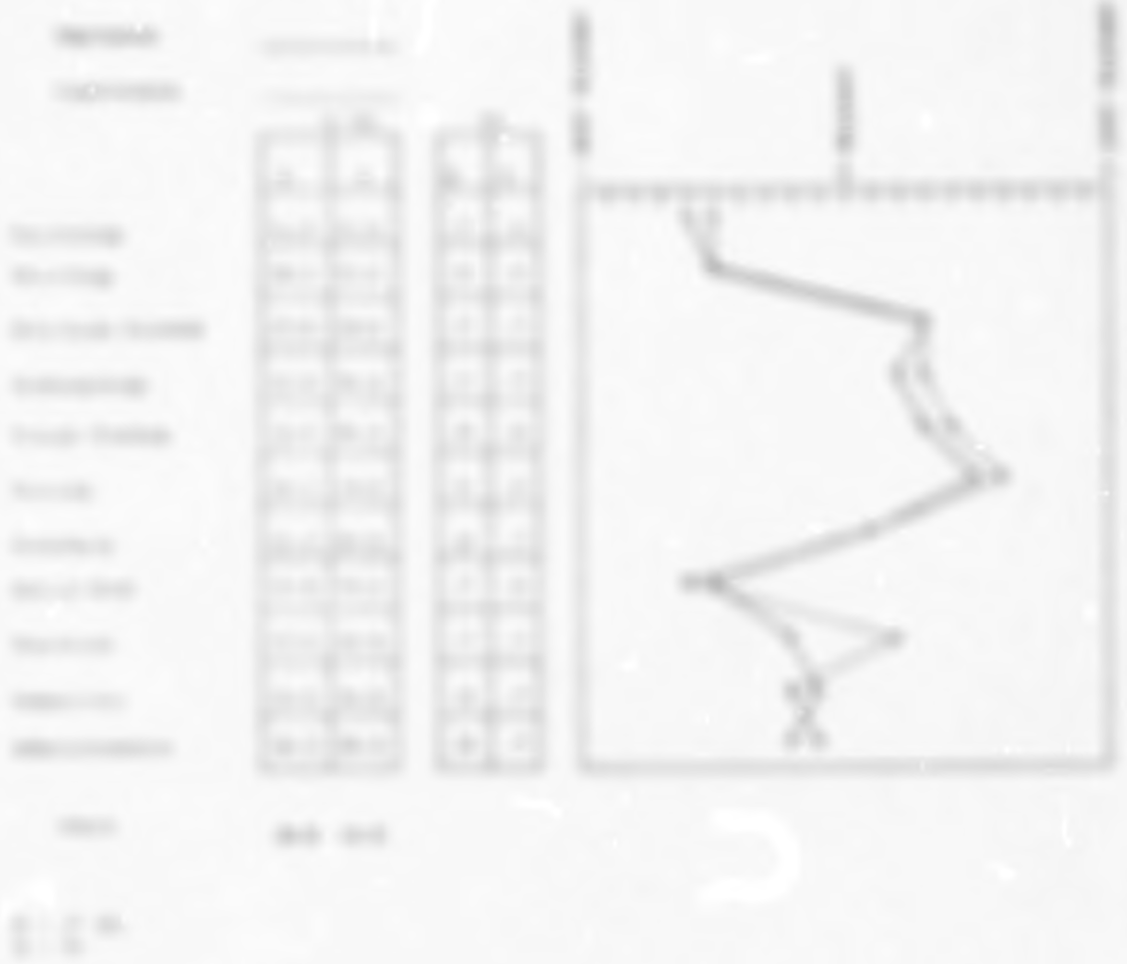
[illegible]

[illegible]



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question as to whether or not they would take further upgrading if they had the chance, since we expected that a large number would not do so because they felt they could not do so. When the question was phrased this way, 75% indicated that they would take further upgrading, which is almost a reversal of what they had specified in the results described in Table 29.

Table 30 shows the percentages of employees and supervisors wishing to take the various kinds of academic social work-related programs. The program which was indicated to be in greatest demand by the 30% of the employees who responded to this item was the BSW through Extension studies. Among 34% of the supervisors who answered this item, the highest proportion (51%) indicated that they wished to take courses outside of Saskatchewan in graduate and undergraduate administration (business, public, hospital and social work), or graduate social work courses (MSW, DSW). Most of the foregoing areas were mentioned with approximately equal frequency. A lesser number indicated in the "other" category a desire for further training in criminology, law and judicial procedures. The next highest percentage of supervisors represented those wishing to obtain the Certificate in Social Services.

Table 31 indicates that the preferred method of taking upgrading would be through evening classes or during a leave of absence obtained in order to attend courses full time. This was true of both employees and supervisors.

We were particularly interested in determining the reasons which employees had for not taking any further education (Figure 20). The three reasons which were most often cited as being the "most true" were "not being able to afford the expense", "family responsibilities", and "not needing any more schooling in order to succeed in their present job". The reason most often cited as being "not true at all" was that they would be "intimidated by going back to school". This profile seems to suggest that many more in the employee group would be interested in upgrading themselves were it not for family responsibilities or the lack of financial support.

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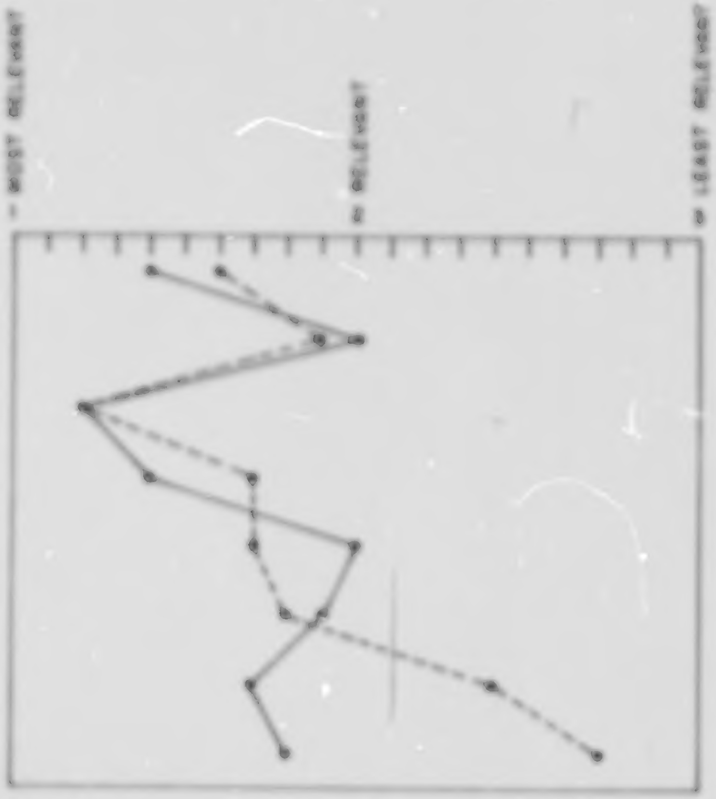
FIGURE 19

Importance of Motives for Academic Upgrading (Why?)

Employees ————

Consumers - - - - - -

	N (%)		S.D.	
	E	C*	E	C*
Field or problem of personal interest	64.4	87.8	.5	.6
Better understanding of agency	62.8	89.4	.6	.7
Increased ability to work with clients	66.5	93.6	.5	.6
To gain improved techniques	65.3	89.9	.6	.6
Better understanding of social service policy	63.2	89.4	.7	.6
Better understanding of social service philosophy	67.6	87.8	.7	.6
Greater opportunity for advancement within agency	64.4	83.7	.7	.7
Greater opportunity for advancement out of agency (out of Sask.)	62.8	82.4	.7	.6
Other	7.8	3.7		



* Consumers were asked what should be the motives for upgrading, whereas employees were asked what their motives actually were.

E = 28
C = 17

TABLE 29

Percentage of Employees and Supervisors Working at or Planning to Take Further Social Work-Related Courses (Q#27)

	Employee	Supervisor
	E = 86.7%	S = 51.2%
	%	%
Yes	36.8	18.2
No	63.2	81.8

E = 19 (a)
S = 11 (b)

TABLE [illegible]

Type of Social Work Programs Sought
(Multi)

Social Work Program		Employees	[illegible]
		N = 279	N = [illegible]
		%	%
University of Saskatchewan, School of Social Work, Regina	Undergraduate BSW program (Internal Studies)	8.3	2.0
	BSW Extension Study Program ([illegible])	47.7	2.0
	Certificate in Social Service	27.7	25.5
University of Saskatchewan, Extension Division, Non-degree programs, Saskatoon		8.4	7.8
Kelsey Institute of Applied Arts and Science, Saskatoon, Welfare Worker Certificate Program		2.3	13.8
Other (outside of Saskatchewan)		14.3	51.5

[illegible] = [illegible]
[illegible] = 12

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]
a) Evening classes	[illegible]	[illegible]	[illegible]
b) Day classes	[illegible]	[illegible]	[illegible]
c) Leave of absence with pay for full-time course attendance	[illegible]	[illegible]	[illegible]
d) Classes by special arrangements for individual in-stitution	[illegible]	[illegible]	[illegible]
e) Correspondence courses	[illegible]	[illegible]	[illegible]

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Supervision

There is considerable controversy about the topic of supervision. To some, the term has become virtually synonymous with harassment and interference. We wanted to find out what the various groups thought about supervision. First of all, we asked the employees whether they considered themselves to be working fairly independently of supervision. The majority (90%) indicated that they were. Most consumers (67%) also felt that the employees were working fairly independently. This information is shown in Table 35.

Table 36 shows under what types of supervision social service personnel seemed to be operating most efficiently. The interesting finding here was that, while the majority of the employees indicated that they operated most efficiently while working independently of supervision, the same high proportion of supervisors indicated that the employees (presumably the same ones) operated best while under close supervision.[1] The "tie-breaker" in this case proved to be the consumers who sided with the employees, contending these employees worked best independently of supervision.

---

[1] It should be noted that one of the supervisors, quite correctly, pointed out that this was a poor question because the type of supervision was exclusively a function of the experience and the competence of respective employees. Those employees who were good at their job didn't need as much supervision as those who weren't as effective. On the other hand, we did qualify this question by stating "in general".

TABLE 35

Are Social Service Employees Working Fairly Independently of Supervision?

	Employee N = 96.4% %	Consumer N = 87.2% %
Yes	89.6	67.1
No	10.3	32.9

E - 43 (a)
C - 12 (a)

TABLE 36

Under What Type of Supervision are Social Service Employees Most Effective?

Type of Supervision	Employee	Supervisor	Consumer
	N = 84.3	N = 86.2	
	%	%	%
Under close supervision	12.4	81.2	22.3
Independent of supervision	87.6	10.9	68.6

E - 43 (b)
S - 27
C - 12 (b)

Consumer Group-Related Data

We were interested in finding out whether social service personnel were aware of the existence of any consumer groups. Table 37 indicates that, while most employees and supervisors stated that they were aware of the existence of these groups, the supervisors were slightly more knowledgeable in this regard. A complementary question to the foregoing was asked of the consumers. They were asked whether the social service personnel they had contact with knew of the existence of the kinds of groups of which they were members. Of the 70% who answered this item, 81% indicated that they felt that their worker(s) knew of their membership.

One of the common complaints which we heard during the interview stage of this project was that consumers were afraid to join consumer groups for fear of reprisals being carried out against them by social service personnel. The information we received from the consumers who are currently members in these groups suggests that this fear is unfounded since only about 2% specified that their relationships with their workers had actually worsened as a result of joining these groups. Twenty-six percent indicated that these relationships had been improved ("my worker will even light my cigarette now when I go into his office ... say hello to me when he sees me on the street"). The greatest majority, about 71% of the 63% of consumers who answered this item, however, indicated that their membership didn't really make any noticeable difference to their relationships with their workers. (Table 38). On the basis of this information it seems that it would be very much to the advantage of a consumer to join consumer organizations, since the advantages (e.g., more lobbying force, opportunity to become more aware of rights) of belonging appear to outweigh the disadvantages that a small percentage of consumers have referred to.

Employees were asked whether they would help consumer groups and supervisors were asked whether they felt their staff should help these groups. This information is set forth in Table 39. A very small percentage indicated that social service personnel would not or should not be willing to help these groups; substantial proportions were undecided. The greatest percentage, however, indicated a willingness to help. It is interesting to note that the percentage of supervisors who felt that staff should help consumer groups was larger than the percentage of employees who said they would help. The complementary question we asked of consumers was whether they had found the workers that they were dealing with willing, unwilling, or indifferent towards helping their groups. The proportions in this case were roughly similar to those cited by the dispensers.

Table 40 shows that 63% of the supervisors felt that their staff were aiding clients' rights groups, while only 24% of employees stated that they were helping these groups.

This seems to indicate that supervisors felt that their employees were acting according to the supervisors' ideals but that few employees were acting consistently with their own attitudes.

Figure 11 indicates the attitudes which were expressed by all three groups towards consumers and the groups they are associated with. The most remarkable aspect of these results was the similarity of profiles. They were, with one exception, almost parallel. As one would expect, the consumers exhibited stronger agreement with the items than the other groups, but that probably only because these attitudes were directly concerned with themselves. The only exception revealed in this figure was that supervisors felt even more strongly than did either of the other two groups that able-bodied unemployed people were _not_ "victims of their own lack of ambition".

Table 41 indicates the dispensers' responses to whether or not they had ever been recipients of any social service. We were intrigued to find out that 20% of the employees admitted that they had been recipients of social services at one point in life (which is probably a low estimate because many would probably not like to disclose the fact that they had ever been recipients). In comparison, only about 8% of the supervisors admitted that they had ever been consumers.

Table 42 compares the entire sample on how they had been consumers of social services. For all three groups, receipt of financial assistance was the most frequently cited category. Next to financial assistance, the bulk of the employees who answered this question indicated that they had received counseling. Second to financial assistance, the most frequently occurring format of involvement with social services by supervisors was being a foster or adoptive parent. The table suggests that it is three times more likely that supervisors become adoptive or foster parents than do employees but one must remember that a very small percentage of the supervisors answered this item. In the consumer group, the second largest percentage of respondents said they had been one-parent families. One reason for this relatively frequent response was that the rate of returns from a one-parent self-help group so contacted was very high (Table [illegible]).

An overlooked omission in the consumer questionnaire proved to be serendipitously advantageous, in that it showed that respondents were actually making use of the "other" category. The alternative of financial assistance in the question asking consumers to indicate what type of social services they were presently receiving was not included in the questionnaire. However, thirty-three percent of the sample obligingly indicated that they were currently in receipt of financial assistance.[1] The most frequently mentioned way in which consumers were currently receiving social services was as [illegible] [illegible].

These percentages proved to be interesting in view of the fact that one of the frequent criticisms made by consumers during the interviews was that the dispensers did not have any idea of what it was like to be a consumer. The consumers felt that dispensers would be of greater help to them if they had themselves experienced the problems of being a recipient of social services.

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[1] [illegible]

[illegible]

[illegible]
[illegible]

	[illegible] [illegible] %	[illegible] [illegible] %	[illegible] [illegible] %
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TABLE 42

Type of Social Service Recipient

Type of Recipient	Employee	Supervisor	Consumer Consumer in the past	 Presently a consumer
	N = 15.6% %	N = 6.1% %	T = 231* %	T = 134* %
Financial assistance	45.7	41.5	61.5	33.3**
Foster or adoptive parent	7.2	25.0	3.0	3.0
Ward of the government[1]	3.6	8.3	2.2	3.7
Involvement with juvenile authorities[1]	2.2	0	4.0	2.3
Received counselling -personal counselling (e.g., marital, alcoholism) -employment counselling	34.1	17.0	1.2	1.0
One-parent family	0	0	23.8	56.0
Inmate in a correctional centre or penitentiary	0	0	1.3	0
Other	7.2	8.3	2.8	(see financial assistance)

*Refers not to the total number of respondents but to the total number of types of recipients. Many respondents are multi-problem persons receiving multi-social services simultaneously.

**This percentage is obtained from the similar but not identical "other" category on the consumer questionnaire. Almost all respondents who checked the choice "other" specified that they were currently recipients of financial assistance.

[1] Whereas the percentages for these items apply to the children of consumers, they refer to the employees and supervisors themselves.

E - 29 (b)
S - 9 (b)
C - 8 (a)&(b)

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Distribution of Report

The final alternative on all three questionnaires gave the respondents the choice of receiving, free of charge, either the report of the Social Services Manpower Study, the "Summary of Academic Programs Related to Social Service in Western Canada" or both. As is indicated on Table 43 all three groups expressed much interest in receiving these booklets. We are not, however, flattering ourselves into believing that a large number of the sample are really concerned enough to read the booklets or to understand the importance of the results and implications of the report. If, however, either of these booklets prove to be of value to even a small portion of those who requested them, the distribution will have been worthwhile.

TABLE 43

Number of Respondents Who Requested the Project Report and the Summary of Social Work Academic Programs

	Employee	Supervisor	Consumer
	T = 748	T = 132	T = 139
	number	number	number
Booklet Requested			
Report on the Manpower Project	729	130	107
Summary of Academic Programs	592	91	138

CONCLUSION

The conclusion of the project marks the beginning of a new phase of our Manpower Study in which we hope to make as many sectors as possible aware of those of our findings which may be relevant to them. It became quite clear to us that, as the writing of this Report progressed and as it became longer and longer, fewer and fewer people would ever bother to read it. The more we put into it, the more discouraged we became that this would be just another study which collected dust on somebody's bookshelf. Therefore, a great deal of effort will have to be spent in developing appropriate ways of presenting this Report so that the social service community is made aware of the results we have obtained. Without this information, there is no chance that any action will be taken on the basis of the results. Every effort will be made to avoid a situation where no action is taken by setting up a series of meetings with representatives of social service agencies and consumer organizations. We also intend to bring our findings to the attention of various social service professional journals and conventions.

We have planned a widespread distribution of a summary of the Report to those who have been involved in any way with the Study. We feel that a broad distribution of the summary will be justified even if it is of interest to only a few.

Criticisms Against Manpower Projections

Although we are confident that we have obtained valid information about the attitudes and preferences of a wide sample of groups involved with social services, there were some problems involved in making projections on the basis of this information. As Howard R. Bowen points out,[1] it is impossible to accurately predict manpower needs for anything but the shortest time span, due to constant changes in the economy and areas of societal interest. Bowen also states that, contrary to popular belief, the economy does not require a fixed inventory of occupational skills; rather, one's training is highly flexible and can be adapted to a wide range of areas emphasized by the economy. Because of this, Bowen recommends a free choice of the area or areas in which the student is interested to be made by the student entering an institute of higher learning. Employment, he says, is always available to an educated person, even if the employment is not specifically in the area chosen by the student.

The counterargument to this is that a university education is an expensive lesson in good citizenship: that is, granted that higher education is very flexible, it is still true that most people enter institutions of higher learning with a specific goal in mind. If they find that, upon graduation, there are no openings for them in their chosen field, few will be content to work in areas they had not planned to work in or areas in which their qualifications are not related to the jobs they are doing. The high cost of obtaining a post-secondary education makes it only fair that people should receive some kind of information about the job market for their chosen field. For example, most education faculties have virtually unrestricted entry. This has created the problem of students getting the (erroneous) impression that "they wouldn't be letting us in if there weren't any hope of getting a related job when we got out". At the same time, educational administrators (such as Bowen) are saying "they wouldn't want in unless *they* thought they had a chance at a job when they got out". The widespread unemployment of education graduates is a fact which needs no reference. Admittedly, some kind of work can always be found for these people; however, one hardly requires an education degree to work as a waitress or a truck-driver - a situation which is quite common among education students today. Clearly, some form of manpower planning could well have contributed to avoiding this waste of educational investment to both the disappointed graduate and the taxpayer.

---

[1] Howard R. Bowen, "The Manpower vs. the Free-Choice Principle". In University Affairs, edited by Gloria Pierre, Vol. 15, no. 1, January, 1974 (Ottawa).

Recommendations

Table 44 outlines the objectives of our manpower study, the goals accomplished, the goals which were not accomplished, the areas covered in the study which we had not planned to cover and the recommendations made on the basis of the results so obtained.

The results of our study have indicated that there is a trend towards hiring those people who have obtained a social work degree or, at least, who have obtained an undergraduate degree in the social sciences, preferably in psychology or sociology. There also appears to be a continued need for social service graduates; however, our results indicate that this need is beginning to taper off. As well, our study found that much of the increased need is due to employers' tendencies to boost minimum qualifications for social service positions when applicants for employment began to be better qualified. This, in effect, takes social service positions from one set of potential employees who do not possess as high a level of educational qualifications and gives these positions to another set of potential employees who do possess higher qualifications, despite the fact that the question of which group provides better services has not yet been clearly resolved.

There were a large number of respondents who indicated that they would like to take further upgrading but were prevented from doing so because of financial considerations. Because of the increasing emphasis on higher education in the social service field, financial resources should be made available to provide assistance to those social service employees who are otherwise appropriately qualified for their present job and who want, but cannot afford, further upgrading. Resources could be made available through an increase in the number of cost-sharing programs [illegible] employers and employees, universities, [illegible], and certain forms of financial assistance. There is a qualification which should be made regarding this recommendation. If the social service employees plan to take schooling in order to improve their qualifications for their present positions, then financial assistance should be made available to them. If, on the other hand, schooling is desired in order to obtain a different job requiring higher qualifications, it must be pointed out that the need for higher qualifications in the social work job market is beginning to taper off, with the result being that these employees may find themselves unable to obtain a different job and left with qualifications unnecessary for the job they are doing.

As far as the technical graduates from the Kelsey Institute of Applied Arts and Sciences are concerned, the potential job outlook in Saskatchewan is limited. Opinions expressed in the interviews indicated that employers prefer not to hire the technical graduate, because they feel that this type of graduate is not suited to the needs of the social service positions available. On the other hand, those who have hired these graduates appear to be generally pleased with their performance in the social service field. Apart from this, although the Kelsey Institute program personnel informed us that the average age of their social service technical graduates is in the late twenties or early thirties, consumers and some employers had the impression that the technical graduates are actually more [illegible] and, consequently, incompetent. [illegible] of these two groups has to be evaluated. The information available indicates that these graduates are, to a large degree, most probably the victims of unjustified prejudice.

A recommendation which is specifically directed at the [illegible] Institute of Applied Arts and Sciences, but which is probably of interest to other educational institutions as well, suggests that the technical training program personnel give serious attention to the development of a public relations program to dispel some of the erroneous impressions about their program. One of the best ways to go about doing this would probably be to have employers who have lasting concerns about this program contact those who have hired technical graduates.

All of the groups surveyed felt that the most important qualifications necessary for effectiveness in the social services field are personal qualities (e.g., maturity, empathy). However, related experience and educational background were also indicated as being extremely important in choosing social service personnel. Graduates placed more emphasis on related experience than did employers or employees. There is agreement that human relationship skills should be an important area of emphasis for both the selection of applicants to social service education and for the training of students in social work programs. Once the students have graduated and gone to obtain social work employment, it should be recommended that they

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SOCIAL SERVICES MANPOWER PROJECT

by

G.W. Maslany,
Research Director

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University of Saskatchewan
Regina Campus
Regina, Saskatchewan
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Regina, Saskatchewan

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G.W. Maslany

Edited by

Terri Moen

Research Assistant

TABLE OF CONTENTS

Page No.

APPENDIX A Proposal for "The Utilization and Needs of Manpower in the Social Work Services in Saskatchewan 1

APPENDIX B Summary of Academic Programs in Western Canada 45

APPENDIX C Social Service Organizations Identified 85

APPENDIX D Summaries of Social Service Organizations Interviewed 97

APPENDIX E Minutes of Committee Meetings

1. Preliminary Committee Meetings 140
2. Senior Committee Meetings 143
3. General Committee Meetings 154

APPENDIX F Methods of Soliciting Information

1. Preliminary Interviews
   - a) Correspondence regarding proposal 163
   - b) Correspondence regarding interview 165
   - c) Format of Interview 171
2. Questionnaire
   - a) Pilot questionnaire and accompanying correspondence 174
   - b) Employee questionnaire and accompanying correspondence 191
   - c) Supervisor questionnaire and accompanying correspondence 229
   - d) Consumer questionnaire and accompanying correspondence 244

APPENDIX G List of Legislation Pertaining to the Social Services 261

APPENDIX H List of Staff for the Social Services Manpower Project 265

APPENDIX A

Proposal for "THE UTILIZATION AND NEEDS OF MANPOWER
IN THE SOCIAL WORK SERVICES IN SASKATCHEWAN"

SOCIAL WORK SERVICES MANPOWER PROJECT

THE UTILIZATION AND NEEDS OF MANPOWER IN THE SOCIAL WORK SERVICES IN SASKATCHEWAN

by

Dr. [illegible]
Research Director
Social Services Manpower Project

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School of Social Work
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to not confuse this Proposal with the proposal submitted for consideration for funding. The Proposal contained herein, though virtually identical to the other, is an unsolicited version.

ABSTRACT

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crucial question would be to determine which graduate would be more successful at what kinds of employment, this question will undoubtably be answered by assumptions of individual employers. The fact of differential competence may be considered by many in the field as a moot issue.

The immigration issue is also quite important. The results of this study would be important for formulating policy regarding the admission of people wishing to emigrate to Canada in order to pursue social work related occupations. Clearly, if there were already a scarcity of positions available for certain levels of this field, applicants for immigration with these qualifications would have to be discouraged since their admission would add to the existing burden of unemployment.

The convention has been that schools of social work plan their curricula on the basis of what are assumed needs. Rarely do these institutions concern themselves with attempting to determine the number of and quality of graduates actually needed by the labour force. In many cases as many students are taken into these programs as there are vacancies allowed by the university hierarchy. In some fields like general arts and education, the market has already begun to become flooded with these graduates resulting in unemployment or employment inconsistent with the academic training which has been received. Therefore, it is significant that the School of Social Work at the University of Saskatchewan should take the initiative in proposing a study to determine the need for graduates from programs that are either already established or are in the planning stages. The scarcity of the research approach to curriculum planning is surprising since the regular conduct of this kind of research is considered as one of the criteria used by the Canadian Association of Schools of Social Work (C.A.S.S.W.) in its evaluation for accreditation of social work institutions.

OBJECTIVE OF THE PROJECT

The major objective of this study will be to study those who are involved in giving direct service to a client. Although some social service personnel are concerned exclusively with administrative and supervisory functions, preparation for these kinds of positions is invariably regarded (by both educational institutions and social service organizations) as the responsibility of the organization in which the administrator or supervisor is employed. Rarely, if ever, do any undergraduate academic social work programs orient a student towards anything other than direct intervention (i.e., casework, group work or community organization). Therefore, since the ultimate aim of this study will be to determine the relationship between the training needs expressed by employers and supervisors and regional educational resources available to meet these training needs, it seems important to focus this study on those directly involved in dispensing social services.

Of greater interest to the study than those with no university or vocational training who are occupying social work related positions are those in this group who might indicate an interest in receiving upgrading which a social work educational institution could provide. The best way to uncover this group is to contact all those employees that can be reached through the addresses provided in a pamphlet prepared by the Provincial Co-ordinator of Rehabilitation (1973 in press).[5] The employers of these employees could be sent a description of the various training programs available provincially and regionally. They would be requested to indicate in which program they would prefer to register. This tactic would not only serve to provide valuable data, it would also serve a useful promotional function providing information to employers and employees about the different regional educational resources available.

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[5] This pamphlet provides a listing of all the governmental and private social service organizations in Saskatchewan.

Although the focus of the study will be on those working in a social work related field who lack a university background, those working in this area who have a university background cannot be ignored because of their indirect affect on the employment opportunities of the social worker without a university background. The university group which we will also survey will include persons with:

1. incomplete undergraduate degree requirements
2. a liberal arts degree (B.A., most frequently in conjunction with a major in one of the social science)
3. a professional degree (B.S.W. of which a very limited number are currently employed)
4. a graduate degree (most usually the M.S.W. but sometimes the M.A.)

Another of the major objectives of the study would be to try to ascertain whether upgrading enable a large number of job applicants to secure and keep employment or simply tended to make employers boost the minimum qualifications for any social service vacancies that occur due to the availability of better qualified personnel. This situation would be doing nothing to help alleviate unemployment, but in effect it would result in taking jobs from one group and giving them to another (which was presumably better qualified). This situation might be justifiable were there at least the guarantee that the university trained employee would be a more effective employee. No such guarantee can be given until comparisons between the two groups are made. It is doubtful that research comparisons will be completed for some years though this isn't going to hinder employers from making their own decisions of whom they want.

Another undesireable consequence antithetical to the one above is that students (some of whom may have left permanent positions in order to upgrade themselves) overqualify themselves out of a job. The unfortunate outcome of academic investment may be unemployment. Their upgrading might even render them undesirable or ineligible for the job they may have occupied prior to upgrading themselves.

Regardless of the practical questions related to differential academic planning, these questions are incidental to the most crucial, and yet most easily determined question of all. Who is going to get what jobs. The answer to this question could be obtained in advance by surveying potential employers about their preferences. For example, employers could be given descriptions of the various regional social service training programs offered and be asked to indicate which type of graduate they would prefer for the positions under their control. The attitudes would undoubtedly be variable (in favour or against certain programs) changing as more information was received. Provided that a researcher could convince an employer that a preference would not entail a commitment, there is no reason why an employer wouldn't be expected to respond truthfully to the questionnaire.

QUESTIONNAIRE CONSTRUCTION

No instruments has as yet been devised for the study. The development of instruments is considered to be one of most importance and time-consuming aspects of the study. A frequent shortcoming of research is the premature operationalization prior to the proper conceptualization of questions which one wants answered. If one is employing a questionnaire this problem manifests itself when one finds discouragingly high incidence of responses like "not applicable" or "none of the above". Although these kinds of responses are unavoidable, their likelihood of occurring can be minimized by comprehensive preliminary investigation. At the same time, important questions which one might have been able to include with minimal extra effort could be overlooked.

The course of action intended for this study would be to have extensive interviewing of a small sub-sample surrounding a description of what skills their jobs comprise and what kind of upgrading would they foresee as helping them to perform a better job. These interviews which would be tape-recorded would indicate recurring themes which would be categorized and then be incorporated as alternatives into the more highly structured subsequent interviews of others. Eventually it is hoped that the interview becomes so well structured that an interviewer becomes redundant and all of the important information can be obtained by self-administered questionnaire.

A similar plan of progressively more structured interviews is anticipated for obtaining information from employers.

No strategy has as yet been devised for operationalizing the input into the study from social service consumers.

Rather than exhaust the target population in Saskatchewan with repeated applications of the similar instruments during pretesting, we intend to pilot the final editions of this measure outside the province, probably in either Alberta or Manitoba. In this way everyone who would be receiving the final questionnaire would not have been previously exposed to it. Previous exposure could possibly contaminate responses to the final form of the questionnaire.

[illegible]

RELATED RESEARCH

There are only two studies which have been conducted which could be regarded as research relevant to this project. One of these studies, a national survey of social work graduates ([illegible], B.S.W., M.S.W.), is currently in progress and is not expected to be completed until next year. The other study conducted by [illegible] involved a tabulation of the number of social work positions available in Saskatchewan and Manitoba in [illegible], the academic qualifications of the incumbents, and some short term projections regarding social work employment and turnover (for [illegible]) for these two provinces.

It is also important that one doesn't confuse the proposed study of the characteristics of social work manpower with the Crane study of the employment of graduates of social work programs.[illegible] Despite the fact that there is admitted overlap between these two studies, Crane's study and the proposed study are dealing with different target populations. On the other hand, since most M.S.W.'s are engaged in social work, our study would be a sampling from the same sub-population as Crane's group. Both Crane's and the proposed study would be surveying the same group for similar information but for different reasons. Crane's interest in the M.S.W. is because he represents a social work graduate; the proposed study would survey the M.S.W. because he was a

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[illegible] Crane, J. Employment of Graduates of Professional and Technical Training Programs in Canada, [illegible]. Progress Report [illegible], School of Social Work, University of British Columbia.

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use some other form of motivation such as informing them that their responses are critical to the success of the study. The minority are the extremists. They are composed of two diametrically opposite sub-groups. The best known of these is the "compulsive co-operator" sub-group. This is the group that usually participates in every and any questionnaire. More is known about this sub-group than any of the others. The size of this groups fluctuates; its size can be measured quite accurately by the rate of return. Frequently, it is no larger than 15% (a typical rate of return for large scale questionnaires). It is usually contended that this group actually represents a random sample of the general population, invariably however, this assumption isn't tenable. In most cases the researcher has no choice but to make the best of the data he has by presuming random returns. Nonetheless, this weakness is an unavoidable shortcoming of any questionnaire technique. Sometimes a random sample of those failing to make returns are interviewed personally and the results of data received from this group is compared with those that have made returns to determine if there is any difference between those that have made returns and those that have not. This technique would be used here only if the final rate of return is less than 60%.

The other extreme sub-group is the dissenter. These refuse "on principle" to participate in anything. Their reasons for this, range from criticism of methodology to a general resentment of intrusions on their privacy. Yes, we have them even among social workers. Fortunately, their proportions are very small and thus it is unlikely that their reluctance to respond seriously limits any inferences about the total population that can be made. Frequently a short personal note to this group answering some of their criticisms can bring about a change of heart; however, in most cases it isn't worth the trouble. Sometimes, thanks to regression effects, all that is necessay is another request for a completed return (i.e., if one is extremely opposed to co-operation in the completion of an unintimidating questionnaire at one point in time, it is unlikely that that person will have as negative a view at a later time).

POPULATION AND SAMPLE

The population to which these results will be generalized includes social service related employees in this province. Many of the results would probably be generalizable to all of the social service personnel in all of the prairie provinces; however, any generalizations which are made to this region will obviously have to be tentative until they are supported by replication. It has been decided that no attempt will be made to sample the target population which is located within Saskatchewan since it is assumed that this entire population will be accessible by mail.

The rate of return which would be a problem, even if a sampling strategy were adopted, could be maximized by sending at least three reminder notes to those that failed to return their questionnaires. It is anticipated that the rate of return will range from somewhere between 60% and 90%. If the actual rate of return corresponds to the higher estimate, then the confidence that may be placed on any inferences that may be drawn from these data will be close to optimal. In fact, with a rate of return in the range of 90%, one would not need to make any inferences since for all practical purposes, data on the entire population were available.

There is, however, the problem of generalizing any results over time. The validity of these inferences probably would be a bigger problem. It seems that one of the only facts of which one can be certain in the social services is the fact of change (Cohn, 1970).[10]

Unpredictable major departures from long-range projections have been especially evident in the case of the anticipated and actual changes in university enrollment. Whereas the expectations had been for increases, the enrollment in many places has actually steadily decreased. Despite the hazards and sometimes extensive error involved in estimating trends, these predictions are still quite necessary. In most cases the extent of error involved in them is a function of the extent of the projection. As is quite obvious, usually the shorter the time period, the less the error involved in estimating. Any projections this study makes will not unlikely be very accurate for much more than the next two years. Therefore, a similar study should be carried out at least once every two years.

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[10] Cohn, M. Organizing and implementing the social welfare sequence, in Ryan, L.M. and Reynolds, A.L. (Eds.) op.cit.

DATA COLLECTION

1. Reliability and validity of final instrument.

Reliability will be examined from two points of view:

(1) Internal consistency - by having various questions repeated at different points in the final questionnaire which ask the same thing in different words. The rationale would be akin to that utilized in the M.M.P.I. which contains a similar consistency scale. If a certain level of consistency isn't obtained, the questionnaire will be returned to the subject asking him to try it again. Simply letting the subjects know that there will be check for consistency should make most more conscientious and thereby minimize inconsistency.

(2) Test-retest - a random sample of approximately 10% of the first group will be requested to complete an equivalent form of the original questionnaire a minimum of a month after they made their first return. The profile of responses to the first questionnaire would be compared to the profile of responses to comparable items in the second administration.

It is not anticipated that any more complex index of reliability will be needed.

The validity of the items in this study is concerned primarily with the truthfulness of the respondents. Thus most of the items will be concerned with straight-forward, non-threatening, simply answered questions. With questions constructed in this fashion the tendency for a subject to be acquiescent or to deliberately distort his responses is minimized.

The validity of the most important questions such as the number of employment vacancies anticipated for the coming year and the actual number that occur at that time could be determined simply by calculating the product moment correlation between the actual and the projected vacancies and also comparing the means of either cited by various employers; however, that correlation could only be determined if a longitudinal study were carried out. A longitudinal study, although planned, is beyond the scope of this particular study.

Description of Proposal

The questions to be used are direct, not controversial nor subtle. That the critical questions can be stated in a "to-the-point" manner greatly simplifies this research.

As has been mentioned, the questionnaires will pertain to non-threatening, non-evaluative, straight forward items. Thus there should be no tendency towards any distortions due to Hawthorne effect since every effort will be made to remove any implication that there are any correct or preferred answers.

Similarly, regression effects are not anticipated to be a problem here since there is no evaluative components to the proposed questionnaire.

Statistical Analysis

Since this study is primarily exploratory and observational in scope, the simplest of statistics should suffice. The majority of the desired information can be displayed by describing the distributions of responses to various items (e.g., the number and percentages responding in a certain way). In other cases contingency tables may be indicated.

Most of the item variables will have categorical responses (true-false; multiple-choice).

The major statistical assumption being made is that the population of social service employees in Saskatchewan is being randomly sampled. In order to maximize the probability of making legitimate inferences about this population, the sample will be made as large as possible with every effort being made to cover the entire population (e.g., by intensive follow-up on incompleted returns and subjects neglecting to make returns). The large sample is necessitated because of the changing nature of various population parameters with time. This state of affairs causes statistical havoc. One of the basic assumptions behind inferential statistics is that differences between different random samples taken from the same population reflect sampling error. In this specific case differences between different samples taken at different times may well reflect a shift in the certain population parameters. For example, if the same questionnaire were given to the entire population next year, differences could be expected in parameters of preferences (as newly developed programs become better known), in job opportunities, in the number and quality of social work applicants for jobs and educational programs, in social service policy. Therefore, while one might be making valid inferences about population parameters at a specific point in time, these parameters could change. Therefore, this would be another reason to conduct an annual longitudinal study to order to accommodate the probability of periods of change of various of these parameters.

There are no statistical compensation techniques that can hold economic parameters constant when they are not moving in any deterministic lawful fashion. The best procedure to adopt is to make all interpretations which involve projections over time with considerable caution.

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the organization of these committees.

The exact composition of the General group is at present still undetermined. Contact has been made with certain groups requesting whether they would have any interest in serving in an advisory capacity for it. Although returns are as yet incomplete, none of the responses which have been received have indicated either disinterest in the outcome of the study or any reluctance to participate as advisors to it. It is hoped we can engage representatives from the following areas (some have already agreed to co-operate):

I. Service Dispensers: (staff involved in direct contact, personnel officers responsible for hiring policies)

A. Provincial Government

(1) Department of Social Services
(2) Department of Education
(3) Department of Public Health
(4) Department of Northern Saskatchewan
(5) Provincial Co-ordinator of Rehabilitation

B. Federal Government

(1) Department of Manpower and Immigration
(2) Department of Indian Affairs

C. Private Agencies

(1) Provincial Co-ordinator of Rehabilitation

D. Professional Associations

(1) Saskatchewan Association of Social Workers
(2) Others such as Saskatchewan Psychiatric Nurses Association

II. Service Consumers: (representatives of groups which are concerned with social service related services)

A. Native Organizations

B. Other organizations representing a wider range of people

III. Social Service Education:

A. Provincial

(1) Saskatchewan Institute of Applied Arts and Sciences - Welfare Worker Technology Department
(2) University of Saskatchewan, School of Social Work
(3) Institute of Northern Studies

B. Regional

(1) University of Calgary, School of Social Work
(2) University of Manitoba, School of Social Work
(3) Mount Royal Community College
(4) Red River Community College

The groups listed above account for virtually all of the social service related employers, employees and educational institutes for this region. These groups are obviously not mutually exclusive. For example, the majority of the members of the S.A.S.W. are employed by the Provincial government. Although it would be important to have service consumers taking part in the study, there are few organizations which represent the interests of this group other than possibly the social service employee who provides the service to them.

It should be noted that in order to engender enthusiasm about the proposed project and an interest in participating in it, comments will also be solicited from the population of social service staff who will be target of the study; however, this group will not be considered as part of any committee.

The major purpose of the Senior Committee will be to serve as advisors in respect to quality control of the conduct of the research.

It will serve as a second check of certain aspects of the study that may have been missed by the Research Director and the General Committee. In other words, the Research Director will be responsible for preparing drafts which will then be forwarded to members of the General Committee. These drafts will describe either a specific research problem, or else it will describe a certain stage of the project (e.g., the design of the pilot study, the results of the pilot study, the design of the major study, the results and interpretation of the major study). These drafts could also serve as the major topic on the agenda of any formal meetings. This General Committee will offer suggestions for revisions to this draft. The necessary revisions having been made, the revised draft will then be presented to the General Committee for further review. Once a draft is approved by the General Committee, it will then be forwarded to the Senior Committee for their evaluation. After the Senior Committee has indicated satisfaction with a draft describing a certain stage of the project, then the Research Director will proceed with the implementation of that stage.

The Research Director will keep in contact with the General Committee members both formally and informally. The main contact with them will, however, be outside the formal structure of a meeting. In other words, written reports on the progress of the project will be sent to them periodically for their individual comments.

Whereas, it may prove to be impossible to bring all members of the General Committee together at one time, and any contact with them is expected to be irregular, this is not the case with the Senior

277

Committee. This Committee is expected to be convened at least once every three months. If it proves impossible to bring these people together for a group meeting, a viable alternative would be the "conference telephone call".

It should be emphasized that the role of these committees will be exclusively advisory. The rational underlying this is that were either of these committees given executive responsibilities, it would be placing the persons in them in a supervisory role and thus putting them in the position of being made accountable for the quality of the project. Discussion of this matter with others who are currently involved in assisting the project have confirmed this principle, namely that the Research Director should be the person who is solely and fully responsible for every stage of the study and that all others, therefore, serve primarily as advisors.

It may be that some persons wish to take part in both the General and the Senior Committees. This should, however, be discouraged since it seems to defeat the purpose of the Senior Committee. The Senior Committee, it is hoped, will either independently concur with what the Research Director has incorporated or amended in a draft as a result of suggestions from the General Committee, or else point out areas which need further refinement, correction or elaboration. The only member common to both committees will be the Research Director who will serve as secretary in both cases.

Contradictory or incompatible suggestions may come out of committees or from individual consultants. When individual suggestions prove to be incompatible, the consensus of the General Committee will be used as a bais of the decision. When Committees disagree, the consensus of the Senior Committee will over-rule any point by the General one.

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APPENDIX B

SUMMARY OF ACADEMIC PROGRAMS IN WESTERN CANADA

SUMMARY OF
UNIVERSITY PROGRAMMES RELATED TO
SOCIAL SERVICES
IN
WESTERN CANADA
1971 - 1972

Edited by
[illegible], Research Assistant
Social Services Manpower Project

School of Social Work
University of Saskatchewan
Regina Campus
Regina, Saskatchewan

1972

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We hope that this information will be helpful to you.

[illegible], Ph.D.
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This event is sponsored jointly by The University of Calgary, Brandon University, the University of Alberta, the University of Manitoba, and the University of Saskatchewan, Saskatoon. Write or phone for more information.

DIRECTOR: *Mr. Ed Smee, Citizenship Branch*
Department of Secretary of State
PLACE: *Lobstick Motor Lodge, Jasper, Alberta*
DATES: *October 16 to 26, 1973*
FEE: *$135.00 (room and board $150.00)*

58. SIMULATION TECHNIQUES WORKSHOP

A 2-day workshop to introduce the design and utilization of instructional simulation techniques. Of value to teachers, staff trainers, and others interested in small group instruction. Participants will be able to examine commercial and non-commercial simulations and to develop and test a simple simulation. Emphasis will be on manually operated materials rather than computer-based models. Texts included in the course fee. Advance readings will be mailed out to early registrants.

PREREGISTRATION: *Before January 28, 1974*
MAXIMUM ENROLMENT: *18*
PLACE: *Saskatoon, Western Co-operative College*
DATES: *Saturday, February 16, 1974*
9:00 a.m.-9:00 p.m.
Sunday, February 17, 1974
9:00 a.m.-4:00 p.m.
FEE: *$30.00*

59. SMALL GROUP LEADERSHIP

This course will focus upon the small group as the primary arena where both individuals and the community or organization are rewarded, satisfied, encouraged, changed, frustrated, and sometimes defeated. The course is designed to increase the participants' competence in interpersonal relations and their effectiveness in small groups. Areas examined will include: interpersonal communication, leadership in groups, conflict resolution, small group functioning, problem analysis, and decision-making.

PREREGISTRATION: *Before February 18, 1974*
MAXIMUM ENROLMENT: *25*
PLACE: *Saskatoon, Western Co-operative College*
DATES: *March 4 to 8, 1974*
FEE: *$40.00*
OTHER COSTS: *Room and board for those living in residence*

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60. CONFLUENT EDUCATION WORKSHOP

Confluent education is the merger of the cognitive and affective domains (thoughts and feelings) in teaching and learning. Attention is paid to the personal growth and style of the teacher, classroom atmosphere, teaching method, and curriculum development. These areas will be developed by focusing on such things as:

Gestalt awareness training; use of dyads in classroom work; sensory awareness; communication techniques; small group process; responsibility; fantasy and metaphor; spontaneity and creativity; values classification; curriculum development.

The course is run in such a way that learnings are equally applicable whether the participants see themselves as a teacher, administrator, counsellor, parent, student, wife or husband. The aim is good education, however we define our roles.

PREREGISTRATION:	*Before March 11, 1974*
MAXIMUM ENROLMENT:	*35*
PLACE:	*Saskatoon, Western Co-operative College*
DATES:	*March 22 to 30, 1974*
FEE:	*$60.00*
TEXT(S):	*TBA*
OTHER COSTS:	*Room and board for those living in residence*

61. ADULT COUNSELLING--THE HELPING RELATIONSHIP

This course is intended for persons who have little or no training in counselling adults but who are engaged in adult counselling as part of their work or volunteer activities. The course will focus on the helping relationship, especially as it applies to counselling adults with respect to education, work, or other life choices.

PREREGISTRATION:	*Before April 8, 1974*
MAXIMUM ENROLMENT:	*25*
PLACE:	*Saskatoon, University campus*
DATES:	*April 22 to May 3, 1974*
FEE:	*$40.00*
OTHER COSTS:	*Room and board for those living in residence*

62. SASKATCHEWAN HUMAN RELATIONS INSTITUTE

This a basic human relations laboratory having an interpersonal-group focus. The core learning experience is participation in a human relations training group, often called sensitivity training, encounter group, or T-group. In addition to the T-group experience, the Institute design includes a number of other learning activities, such as: lectures, structured and nonverbal exercises highlighting various aspects of interpersonal or group functioning, and practice in interpersonal communication skills. Together the various activities constitute an integrated design for learning about oneself, one's reactions to others, one's effect or impact on others, one's style of relating and of working in small groups, and related learnings. Write or phone for more information.

PREREGISTRATION:	*Before June 1, 1974*
MAXIMUM ENROLMENT:	*30*

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FAMILY LIFE EDUCATION

138. THE CITIZEN AS SOCIAL ANIMATOR

This course has as its base a belief that members of the general public can uncover and develop important information and insights into our problems of everyday living. Participants will receive information, skill training, and consultative advice to enable them to explore or research a social issue or community problem of their own choosing.

PREREGISTRATION: Before January 28, 1974
MAXIMUM ENROLLMENT: 40
MINIMUM ENROLLMENT: 15
PLACE: Saskatoon

DATES: 8 sessions, Monday evenings, 8:00-10:00 p.m.
Commencing February 4, 1974
FEE: $16.00 per person; $25.00 per couple

139. UNDERSTANDING THE PRESCHOOL CHILD

This course will include discussion about the various stages a preschooler goes through and how they can be handled. Ways of knowing whether your child is ready for school. What effect can different kinds of toilet training have on the child? How much of the preschooler's world can you expect him to understand? In what way could it be harmful for a child to see the parents undressed? Does parental control of the child inhibit his free expression?

PREREGISTRATION: Before October 15, 1973
MAXIMUM ENROLLMENT: 25
MINIMUM ENROLLMENT: 15
PLACE: Saskatoon

DATES: 8 sessions, Monday evenings, 8:00-10:00 p.m.
Commencing October 22, 1973
FEE: $12.00 per person; $20.00 per couple

140. PEOPLE AND MESSAGES

This course is designed to help participants gain a greater understanding of people and the factors involved in communications between people. Major emphasis will be on providing participants with skill in interpersonal communication and dealing with misunderstandings that occur in relations with others.

PREREGISTRATION: Before January 28, 1974
MAXIMUM ENROLLMENT: 20
MINIMUM ENROLLMENT: 15
PLACE: Saskatoon

DATES: 8 sessions, Wednesday evenings, 7:30-9:45 p.m.
Commencing on February 6, 1974
FEE: $16.00 per person; $25.00 per couple

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141. PERSONAL GROWTH WORKSHOP FOR COUPLES—PHASE I

A group experience which will focus upon improving communication and conflict-resolving skills within intimate relationships. The workshop is open to couples wishing to gain more understanding of themselves as persons and of their relationship with each other. Persons who are involved in their community as leaders of family-related programs are especially encouraged to attend. The workshop is not intended for those people seeking group therapy.

PREREGISTRATION: Before March [illegible], 1974
MAXIMUM ENROLLMENT: [illegible] couples
MINIMUM ENROLLMENT: [illegible] couples
PLACE: [illegible], [illegible] Cooperative College
DATES: Friday evening to Sunday afternoon
March [illegible], [illegible], [illegible], 1974
FEE: TBA

142. FAMILY GROWTH CAMP—PHASE II

This experience is designed for persons who wish to improve their communication skills as a means of building more satisfying relationships within the family and between families. It is open to all families including those that contain persons who require an understanding of family relationships as part of their work or volunteer activities. Time will be available for families to enjoy themselves in informal social and recreational activities.

PREREGISTRATION: Before August [illegible], 1974
MAXIMUM ENROLLMENT: [illegible] families
MINIMUM ENROLLMENT: [illegible] families
PLACE: TBA
DATES: August [illegible] to September [illegible], 1974
FEE: TBA

143. FAMILY AND COMMUNITY CHANGE LABORATORY—PHASE III

This workshop will focus on the question of how human beings in families and communities can regain control over decisions critical to their existence, so that our economic, political, and social service institutions will respond to human needs rather than block or stunt human growth and development. More specifically, the workshop will focus upon:

- Increasing understanding of the nature of family and community and of forces affecting them
- Increasing understanding and skill in small groups as the effective work unit in communities
- Increasing understanding and skill as a change agent
- Developing alternative institutional models
- New style institutions where the people affected would really be involved in decision-making.

PREREGISTRATION: Before May [illegible], 1974
MAXIMUM ENROLLMENT: [illegible]
MINIMUM ENROLLMENT: [illegible]
PLACE: TBA
DATES: May [illegible] to June [illegible], 1974
FEE: TBA

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Red Deer College Red Deer, Alberta

A. Social Service Program

Objectives of Course

This is a two-year Diploma program designed to prepare students for employment in beginning social service positions in a wide variety of public and private social service agencies.

There is no university transfer credit for this course.

Admission Requirements

1. High School Diploma.
2. Adult Status - admission of adult students is based on the recommendation of the Counselling Centre, results of entrance exams, related work experience and the approval of the Chairman of the Social Service Program.
3. Minimum 19 years of age.
4. Age, maturity, personal characteristics and suitability for the program are all factors in acceptance.

A personal interview with members of the Social Service Department and a battery of tests given by the Counselling Centre are required.

Course Outline

The course provides background in the humanities, social sciences and the social services. Field work practice is given in the 2nd term of the 1st year (2 days/week - October to April) and in the 1st & 2nd terms of the 2nd year.

Grant MacEwan Community College Edmonton, Alberta

A. Social Services Worker Program

Objectives of Course

This 4 trimester course provides training which will enable the graduate to seek employment in both private and public agencies.

Admission Requirements

1. Applicant must be 18 years of age or older.
2. Applicant must possess an Alberta High School Diploma or the equivalent (consideration will be given to those who qualify for mature student status.)

All applicants must have a personal interview with a program personnel. Special consideration will be given to those with related work or volunteer experience. Course enrollment is limited.

Course Outline

1. Trimester 1 & 2 - basic topics related to the social sciences.
2. Trimester 3 & 4 - specialization in areas of social work practice methods, casework, group work and community organization.

Approximately 250 hours of field placement a trimester is required in order to establish a balance between theory and practice. Students are assigned to social service agencies within the community.

University of Calgary Calgary, Alberta

School of Social Welfare

A. BSW Program

Objectives of Course

This course attempts to provide integration of theoretical and practical knowledge and of social work methods and techniques of practice through an emphasis on principles and concepts which apply in facilitating change in individuals, families, groups, organizations and communities.

A total of 20 full courses or the equivalent with 10 courses at the 300 level or higher is required. The course may be taken on a 4-year basis or as a 2nd degree program.

Admission Requirements

1. Standard Admission - Alberta Grade Xll senior Matriculation or equivalent with an overall average of 60%.
2. Early Admission.
   A. College Entrance Examination Board Scholastic Aptitude tests (CEEB) Achievement tests in 3 specialized areas
   B. Principal's recommendation
   C. High School Diploma (Service for Admission to College and University (SACU) will be accepted in lieu of appropriate CEEB tests)
3. Mature Non-Matriculated Student - admission granted on the basis of assessment of present capacity and the potential to benefit from the BSW program.
   -normally must have several years experience.
   -only in special cases will applicants under 23 be considered.
   -may be required to complete prescribed exams and/or interviews.
4. Students outside Alberta - address inquiries to Admissions Officer, The University of Calgary.

The school limits enrollment especially in the 3rd & 4th years during supervised field practice. Students are accepted in order of academic standing and the extent of recent relevent experience (social service, volunteer, personal).

Course Outline

The four-year course offers approximately equal components of specialized social work course and general education, particularly in the social sciences. An opportunity to explore introductory course offerings in several disciplines as well as the regular required Social work classes is offered in the 1st & 2nd years. A practicum the successful completion of which is required in order to continue the course is also included. Optional extra-curricular learning experiences (seminars, learning laboratories, workshops, retreats, etc.) may be taken.

The BSW may be taken on a 4-year basis but under the BSW 2nd degree program students holding an undergraduate degree in a field other than Social Work or Social Welfare may have their program length determined on the basis of equivalence of previous studies to studies required in the BSW program. Evening Credit & Summer Session Courses are also offered for practitioners without a BSW degree.

The University of Calgary also offers MSW and MA (Social Work) degree courses.

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Mount Royal College Calgary, Alberta

A. Associate Diploma - Correctional Careers

Objective of Course

This is a two-year program which combines a knowledge of the humanities and behavioral sciences, an understanding of correctional theory and philosophy, and the development of practical skills at the college with practical field experience. It prepares students for employment in a wide range of correctional agencies as family court counsellors, juvenile or adult probation officers, jail and penitentiary classification officers, parole officers, and after care workers.

Admission Requirements

1. The applicant must possess the equivalent of an Alberta High School Diploma or have left high school and be 18 years of age or over.
2. Applicants can expect to be interviewed by the College to determine whether or not he/she will be accepted into the program.
3. Approximately 30 new students will be accepted each fall. The number accepted will be determined by available field work placements.
4. All students registering in this program must do so in consultation with an advisor from Educational Development Services.

Course Outline

The program provides practical field experience for the students in addition to the prescribed Social Work courses, General Education courses, and electives.

B. Associate Diploma - Social Service Careers

Objective of Course

This is a two-year program which combines a knowledge of the humanities and behavioral sciences, an understanding of social work theory and philosophy, and the development of practical skills in the College with field-work experience. Students are prepared for employment in a broad range of private health, welfare, and social agencies, as well as provincial, municipal, and civic social service, health, and welfare agencies. The program prepares students to provide counsel, guidance, emotional support, rehabilitation services, and material aid.

Admission Requirement:

1. The applicant must possess the equivalent of an Alberta High School Diploma or have left high school and be 18 years of age or over.

2. Applicants can expect to be interviewed by the College to determine whether or not he/she will be accepted.

3. Approximately 30 new students will be accepted each fall. The number accepted will be determined by available field work placements.

4. All students registering in this program must do so in consultation with an advisor from Educational Development Services.

Course Outline

The program provides practical field experience for the students in addition to the prescribed Social Work courses, General Education courses, and electives.

C. Certificate in Residential Child Care

Objective of Course

This is a one-year program which combines knowledge and theory learned in the classroom with practical experience gained in field placements to prepare graduates for employment as Child Care Workers in a wide variety of residential settings such as treatment centres, children's villages, and residences operated for Indians who are attending school.

Admission Requirements

1. The applicant must possess the equivalent of an Alberta High School Diploma or have left high school and be 18 years of age or over.

2. Applicants can expect to be interviewed by the College to determine whether or not he/she will be accepted into the program.

3. Approximately 30 new students will be accepted each fall. The number accepted will be determined by available field work placements.

4. All students registering in this program must do so in consultation with an advisor from Counselling.

Course Outline

The program includes field work experience and related Social Work and Recreation courses.

BRITISH COLUMBIA

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Cariboo College Kamloops, B.C.

Social Work Aide Program

Objectives of Course

This one year certificate program is designed to train persons to act as assistants to professional social workers. Such training can be used to perform many welfare services which do not require professional social work qualifications.

Admission Requirements

1. All applicants must be a minimum of 20 years of age. Applicants will be interviewed. Two general letters of recommendation and a medical reference indicating good health will be required.
2. Valid driver's license.
3. British Columbia Grade 12 (any program) or equivalent.
4. Mature Admission - Applicants whose secondary school records are inadequate or incomplete, who have reached the age of 20 and who have not been full-time students during the preceeding academic year, may be admitted as mature students.
5. Conditional Admission - secondary school students who may be deficient in one or two courses for Grade 12 graduation, may be considered for admission as conditional students. Conditional students must complete regular admission requirements by completing secondary school graduation requirements or by completing appropriate college introductory courses before credit will be given for college courses.

Course Outline

The course in both semesters covers a wide range of topics in psychology, sociology and social services.

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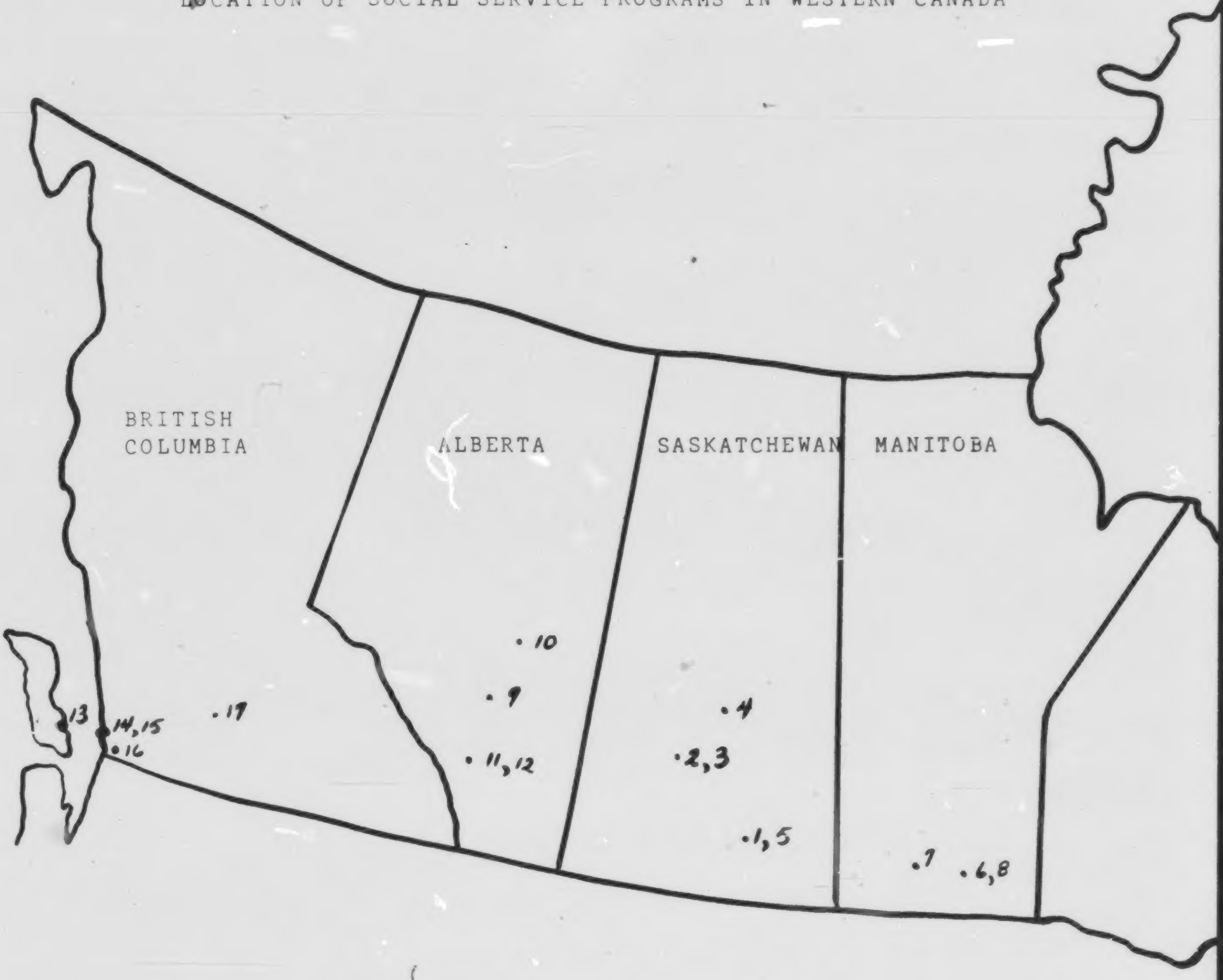
LOCATION OF SOCIAL SERVICE PROGRAMS IN WESTERN CANADA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1. Regina - University of Saskatchewan
2. Saskatoon - SIASS & University of Saskatchewan Extension Division
3. Saskatoon - Community Education Centre
4. Prince Albert - Community Education Centre
5. Regina - Community Education Centre

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6. Winnipeg - Red River Community College
7. Brandon - Assiniboine Community College
8. Winnipeg - University of Manitoba
9. Red Deer - Red Deer College
10. Edmonton - Grant MacEwan Community College
11. Calgary - University of Calgary
12. Calgary - Mount Royal College

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13. Nanaimo - Malaspina College
14. Vancouver - Vancouver City College
15. Vancouver - U.B.C.
16. New Westminster - Douglas College
17. Kamloops - Cariboo College

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For further information about these programs contact:

SASKATCHEWAN

1. School of Social Work
   University of Saskatchewan
   Regina Campus
   Regina, Saskatchewan

2. Bob Whale
   Extension Division
   University of Saskatchewan
   Saskatoon, Saskatchewan

3. The Dean
   Saskatchewan Institute of Applied Arts and Sciences
   33rd Street and Idylwyld Drive
   PO Box 1520
   Saskatoon, Saskatchewan

MANITOBA

4. Red River Community College
   2055 Notre Dame
   Winnipeg, Manitoba

5. G. R. Allen, Registrar
   Assiniboine Community College
   PO Box 935
   Brandon, Manitoba

6. Mrs. Shelagh Sinclair
   Director of Admissions
   School of Social Work
   University of Manitoba
   Winnipeg, Manitoba

ALBERTA

7. The Dean
   Red Deer College
   Red Deer, Alberta

8. Applied Arts Division
   Grant MacEwan Community College
   Edmonton, Alberta

9. Mrs. Pat Unterberger, Secretary
   BSW Programme, School of Social Welfare
   University of Calgary
   Calgary, Alberta

10. W. R. Purves-Smith
Co-ordinator
Social Work Program
Mount Royal College
Calgary, Alberta

BRITISH COLUMBIA

11. Mrs. V. Elliot
Registrar's Office
Malaspina College
375 Kennedy Street
Nanaimo, B.C.

12. Vancouver City College, Langara
100 West 49th Avenue
Vancouver 15, B.C.

13. Mrs. J. Clemmons
Admissions
University of British Columbia
Vancouver 8, B.C.

14. E. D. Jones, Chairman
Liberal Arts Department
Douglas College
PO Box 2503
New Westminster, B.C.

15. A. J. Wilson, Registrar
Cariboo College
PO Box 860
Kamloops, B.C.

For more detailed information regarding these programs, we recommend that you:

1) contact the organization listed for a description of their programs and services

2) refer to the publications listed in the bibliography used to identify social service organizations

APPENDIX C

SOCIAL SERVICE ORGANIZATIONS IDENTIFIED

The categorization of the organizations following was, in some cases, fairly arbitrary. We had decided to list each of the organizations only once, even though some of the organizations would have fallen into several categories simultaneously. We would advise, then, that you review the entire list, as a particular organization may not be categorized as you had expected.

The following list represents our operational definition of social service agencies and consumer groups in Saskatchewan. The starred (*) organizations are those which were interviewed. This should give some idea of the breadth of our definition of social services and, also, our sampling from the organizations we so identified. With the information we have provided, we may become legitimately subject to various criticisms regarding our selection of organizations. These criticisms may relate to our definition being either too broad or too restrictive. In the event of accusations, then we would hope that specific criticisms (indicating the names of organizations in question) be brought to our attention in order that we might modify future projects accordingly.

The symbol (#) indicates those organizations that were contacted but did not respond with a list of employee names in order that questionnaires could be forwarded.

The symbol (+) indicates those organizations that were contacted, but responded that they had no social service personnel or staff or that they felt that the study did not apply to their organization.

The symbol (PD) indicates those projects that have disbanded.

The symbol (") indicates those organizations for which there is a short summary in the following appendix.

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Services - continued

Probation Services
[illegible] Correctional Centre
[illegible] [illegible] Centre, Regina
Saskatchewan Boys School
Special Foster Home Program
Group Living Centres and Programs
Saskatoon and Prince Albert

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[illegible] [illegible] Centre, Prince Albert

[illegible] Agencies

Alcoholism Commission of Saskatchewan, Regina and Saskatoon
Calder Rehabilitation Centre
Human Resources Development Agency, Regina and Saskatoon
Saskatchewan Human Rights Commission, Saskatoon
Workmen's Compensation Board, Regina and Saskatoon

[illegible] Institutions

[illegible] [illegible] School, Saskatoon
Saskatoon School for the Deaf
University Hospital, Saskatoon
[illegible] [illegible] Centre
Children's [illegible] of [illegible] Clinic
Children's Rehabilitation Centre
Child Guidance Clinic
Psychology Services
Extended Home Care
Social Service Department
University of Saskatchewan, Regina Campus (School of Social Work)
University of Saskatchewan, Saskatoon Campus
Institute of Child Guidance and Development
School for Children with [illegible] Problems
Student Counselling
Kelsey Institute of Applied Arts and Sciences, Saskatoon
[illegible] [illegible] [illegible] Program

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D. Department of Indian Affairs and Northern Development [illegible]

E. Department of National Health and Welfare [illegible]

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2. Groups Affiliated and Unincorporated

- Regina:
  - Central Community Services
  - Joint Action Cooperative
  - Marianna's
  - WOW Garments

3. Independent

- Prince Albert:
  - Prince Albert Penitentiary Inmates*
  - Prince Albert Correctional Centre Inmates*
  - Pinegrove Inmates*
- Regina:
  - Alcoholics Anonymous
  - Correctional Centre Groups
    - Alcoholics Anonymous Group*
    - Drama Group*
    - Drug Group*
    - Freedom Group*
    - Inmate Committee*
    - John Howard Society*
    - Native Project*°
    - Native Youth Discussion*
  - Greer Tenants Association
  - Operation Mustard Seed*
- Saskatoon:
  - Direct Charge Buying Club[+]
- Yorkton:
  - Yorkton and Districts Community Club *PD°

BIBLIOGRAPHY USED TO IDENTIFY SOCIAL SERVICE ORGANIZATIONS

All of the groups we covered are not necessarily listed in the following reference materials. In some cases, the information is second-order. In other words, we obtained the name of an organization from another organization that had been referenced in the listed references.

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APPENDIX D

SUMMARY OF SOCIAL SERVICE ORGANIZATIONS INTERVIEWED

This list includes the opinions and attitudes of staff in those organizations which were interviewed. Some of the organizations we interviewed are not included here because permission to quote them was denied by the persons interviewed.

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Mental Health Clinic [illegible]

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Human Resources Development Agency

Regina

Dr. Lucy Wynn

Dr. Wynn and others expressed grave doubts about whether the Manpower Project was worthwhile. They felt that it could "retard changes" (this was apparently because they believed we were either going to disregard consumer ideas or such ideas would have no value because consumers are "brainwashed"); however, they agreed to supply us with information.

HRDA works with fairly well-established groups, supplying financial aid, community resource lists, etc. There are 12 community development representatives in various locations throughout the province. These representatives have no minimum educational requirements; however, they do have experience in community work. Peter Holland, who was also present at the meeting, said that if trends continue, these positions may have to be classified with perhaps a minimum grade 10 requirement. HRDA tries to employ native and disadvantaged persons who then help groups representing disadvantaged (primarily Indian and Metis) people working on their own.

Workman's Compensation Board,

Regina

Mr. Larry Peterson,
Assistant Director of Rehabilitation

This Department of the Workman's Compensation Board handles counselling for injured workmen. Such counselling may involve helping the workman take training programs, finding new jobs for him and for his family, helping the person adjust to his injury, etc. There are a total of 8 rehabilitation officers - 4 in Regina, 4 in Saskatoon. Last year they handled 1,100 cases. Experience is the key thing in their counselling positions but Mr. Peterson would like to see a night course in counselling offered for rehabilitation officers already in the field. There is presently no need to hire social workers, however, in the future they may consider hiring a BSW providing he has other work experience.

University Hospital

Saskatoon

Ms. Edna Osborne,
Director

The Department of Social Services is responsible for providing services in all areas of hospital and home care. It also takes referrals from other hospitals. Twenty percent of their admissions are from outside Saskatoon. They coordinate their services with those of other agencies. In March, 1973 there were about 412 on their case load (at present approximately 500), some of these are outpatients. Ms. Osborne hires MSW's, BSW's and BA's; however, no technical (SIAAS) people have been accepted. She wants people who are confident in themselves, who can make their own decisions. At present their staff consists of some MSW's, most are BSW's, two BA's and two staff on extension getting BA. She hopes that her BSW's will eventually attain their MSW. She is very interested in Consumer Groups and her Department uses facilities like the Community Switchboard.

II. FEDERAL GOVERNMENT

Canadian Penitentiary Service (Men)

Prince Albert

Mr. S.A. Marshall,
Personnel Administrator

This is a maximum security Institution. It serves all of Canada and looks after persons whose charges brought sentences of over two years. Mr. Marshall will not hire social workers because of the idealistic connotations this group has to him. He is more interested in hiring psychologists and sociologists. He mentioned the large gap between life on the inside and life on the outside, outlining that the biggest job of workers is removing or narrowing this gap. He expresses a need for more classes to be taught in sociology and criminology, etc., for those who are going to work in corrections. He also emphasized that workers must be intelligent (especially Classification Officers) because inmates are getting smarter. The education programs offered in the Institution have both staff and inmates taking classes together. They are developing a proposed live-in unit where custodial staff will work with the same group of inmates whenever they are on duty. It is hoped that, as a result, better relationships can develop between inmate and custodial officers. They have about 40 people in all on staff taking upgrading both "behind the wall" and out side in the community.

Department of Indian Affairs and Northern Development

Prince Albert

Mr. S. Reid,
Director

This Department handles the people provided for under the Indian Act (entirely on a reserve). There is 1 social worker (type of degree not specified in interview), and 6 field workers who are non-degree with varied amounts of experience. Ther are 8,500 Indian people in the district and Reid estimate that over 50% were on welfare, therefore caseloads tended to be very high. Areas of concern are welfare relief problems, child-care problems and alcoholic rehabilitation with counselling given to people moving off the reserves and into the city.

Mr. Reid felt that a generalist person was more equipped to handle problems in his Department and suggested courses in improved counselling and interviewing, general psychology and child welfare be stressed. Mr. Reid felt that the tendency in social services was maintenance rather than rehabilitation but felt that this was probably changing. On the basis of the trend for the past 5 years, Mr. Reid saw an overall increase in staff in his Department for the future.

Department of Indian Affairs and Northern Development

Yorkton

Mr. Jenkens

Mr. Jenkens is a social work administrator. He's responsalble for providing welfare services both on and off the reserves. He's also in charge of child welfare and is also involved in rehabilitation (alcoholism, handicapped, aged, etc.)

He would like to see mature people accepted into the social work program, that is people who aren't dreamers but face reality. He would like to see people who can pick out what people's needs are and turn them into productive persons. He likes to see people who have minds of their own, who are honest and who have courage. He would like to see law taught to the students.

He never specified what type of degree he preferred if he were to hire a social worker. He did say at present he did hire people without degrees and trains them himself. This was because he paid them less and found that it was just as time consuming to train them as BA graduates. Also social workers with their degrees have high turnover because of their desire to get ahead. If he hired a social worker he would expect them to have practical skills -- know something about law and develop productive programs. He felt a social worker graduate would eventually be hired but he also felt that in 10 years there probably would no longer be a Department of Indian Affairs to hire them.

At present he has 3 social service administrators and 1 clerk. He didn't think much of BA graduates in social work.

Department of National Health and Welfare

Regina

Mr. Tontiga

This Department is basically concerned with Old Age Security, Family Allowance, Guaranteed Income Supplement and Youth Allowances. This is a highly clerical and administrative organization. Mr. Tontiga said he "couldn't see any social workers anywhere in our agency". Health and Welfare, under CAP, (Canada Assistance Plan) the federal counterpart to SAP, (Saskatchewan Assistance Plan) makes sure the provincial program is running in line with the federal one. Mr. Tontiga felt that "the SAP workers would experience more of the social work element in their work". Little counselling is involved in CAP programs. It becomes merely a question of helping people fill out their forms. Mr. Tontiga compared the agency to a "mail order catalogue form". "Most of our applications are received in the mail, filed and the cheque is sent out. The clients usually don't have any problems (other than financial ones) and if they do we would refer them to a proper agency".

National Parole Services

Saskatoon

Mr. H.H. Caslor,
District Representative - Saskatoon

This organization (Federal Government) works inside and outside correctional institutions. They deal with those people who apply for and have been granted parole. They do an evaluation of those applying and advise the National Parole Board in Ottawa. They look after approximately 50% of the parolees in their areas. The remainder are divided up among other organizations such as the John Howard Society. They are responsible for counselling the parolee in a number of areas to help him re-adjust back into society.

Their education preferences are as follows:

a) one MSW
b) two BSW
c) three BA's (because MSW's and BSW's are quite scarce
   mostly BA's have been hired).

Experience seems to be the key in parole services. Mr. Caslor expressed the wish to see ex-inmates working for them. Some upgrading among them is going on; however, promotion is based primarily on merit.

Unemployment Insurance Commission

Regina

Ms. Becky Mertick

Ms. Mertick felt that no social worker would want to work at UIC because basically their work is administrative. The workers do no counselling and very little referral although they have close communication with the Department of Manpower and Immigration and some social service agencies. UIC requirements for financial eligibility are quite objective and determination of whether a client qualifies or doesn't is a relatively straightforward matter.

III. PRIVATE AGENCIES

1. United Appeal Supported

Catholic Family Service Society

Regina

Mr. A.A. Johnston

This organization spends 90% of its time and finances on family s and individual counselling. Their staff consists of two MSW's, one person [illegible] a [illegible] as an MA in psychology and one BA who is in the BSW [illegible] program.

They wouldn't employ any tech grads because they don't feel they're are trained well enough to handle any problem that "walks in the door". They lack maturity, knowledge, technique, etc.

This agency would probably hire a BSW before an MSW because the BSW's are cheaper. Outside of that the decision would be based on the individual's personality. They feel that the day of the BA is over. At one time this agency made considerable use of BA's.

They would like to see mature, stable people with fairly good academic standings accepted into social work. The curriculum should be generic with a lot of exposure to case work, group work and community organization.

This organization isn't expanding. This is due to a tight financial budget. Thus they don't foresee hiring more social workers within the next few years.

Family Service Bureau

Regina

Mr. A. Mayotte

The Family Service Bureau offers such services as family counselling, meals on wheels, homemaking services and a variety of educational programs such as family life, etc.

They have one psychologist and 3 social workers, 2 of whom have a Masters' Degree and the other has not yet completed her BA.

They prefer individuals who have the personality to work with people, who have a good self image, and motivation. They should be capable of dealing with a client's self image. Mr. Mayotte feels a degree is an advantage but the former personal characteristics are essential.

Mr. Mayotte feels less time should be spent teaching things such as history and more time should be spent on practical experience and personal development. The students should be allowed to express themselves and should be allowed to see if they can tolerate intimate involvement with other persons. He feels this can't be attained through group encounter sessions, as is frequently attempted.

John Howard Society

Regina

Mr. J.B. [illegible],
Executive Director

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John Howard Society

Saskatoon

Mr. John [illegible]

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Community Aide and Resource Centre

Saskatoon

Ms. Karen Bellett

An organization that attempts to tie all the various service organizations together (into a network). It attempts to take confusion away from clients that don't know where services are located and what kinds of services are available. It operates much the same as Community Switchboard in Regina.

They operate a phone service of information on almost anything. If they haven't got the information there, they attempt to locate it.

They have a crisis line for suicide calls and other problems. These phones are usually manned by volunteers. The volunteers go through a three-week training period before they are allowed to handle crisis calls on their own.

It also attempts to eliminate duplication of services by keeping consumer groups (who are setting up various programs) informed of what services are already available.

Community Counselling Centre

Regina

Ms. Marg Storey,
Project Supervisor.
(Interviewed was Ms. Pat Schuett, employee.)

The Centre handles mostly emotional problems but they also help with welfare and housing problems if they feel an emotional need can be met by helping in these areas. They originally had 12 people on staff but this has been cut back because their funding under LIP ran out on May 30, 1973. They have mostly BA people in the social sciences working for them but if they hadn't had to hire through Department of Manpower and Immigration they probably would have had fewer university students. They hire on the basis of experience, not education. They have approximately 14 volunteers working. These are mainly psychology students because the Centre has been approved as a practicum facility. There are no special training programs other than a regular Sunday night meeting and actual practice with an experienced employee. The Centre also does informal research work with these students.

Friendship Inn

Saskatoon

Mr. Don Mills,
Director

This organization is located in an old building in Saskatoon. It is a place where anyone of any age can come in off the street, sit down read a magazine or just talk with friends. The older set seem to benefit the most. They help those who, because of hard luck, find themselves down and out. The organization attempts to find part-time jobs for these people and given them some kind of "spark" to their lives. They work closely with other groups such as Junction House, Welfare Rights, Legal Aide, etc.

They serve one hot meal a day - those that afford it pay a little bit but there are no questions asked (no means test). They also have clothes donated by private citizens that are sold or given away. Some of the food they use is donated and they buy some with donations they receive from businesses, etc.

Mr. Mills, the man in charge, has several degrees but says his most important asset was the fact that he was incarcerated in a provincial correctional centre for two years and the Saskatchewan Penitentiary for five years. He feels this gave him empathy and an ability to understand people better.

Haven of Hope Home

Kinistino

Bill and Sheila Powalinsky

This is a private group home for mentally retarded children (up to the age of 16) providing foster home care and training. It has been in operation 7 years and is the only one of its kind in Saskatchewan. They don't require and can't afford a social worker. They have only 1 full-time employee plus part-time help. Hiring is based on personality not education and both felt that the young people they have hired have generally been better than the adult workers. In their opinion, social services has become a financial agency and has lost sight of the people it is supposed to be helping. Both felt that the public needed to be educated about the mentally retarded and about the social services in general.

Ketchup*

Regina

Mr. Barry Parker

This organization developed around the framework of the HeadStart program in the United States. They worked with children who by one reason or another were not fully prepared for the school system when they reached five years of age. The organization did not like to use the word "underprivileged children" but this term best described where these children came from. They were not a day-care centre but worked with children from age three to five. They attempted to teach them some understanding of basic numbers, identification problems and general every day life situations like brushing their teeth or road safety. They wanted to be called a school supplement not an alternative school. They had two groups, one group of children came in the mornings and one group came in the afternoon. There were 40 children in each group for a total of 80 children - they had a waiting list but they cut off at 100. They had some staff with social work training employed. They attempted to coordinate problems with children, home and community. Parents had to take an active part and came into the school at least once a month to help out. The parents worked in close association with the Department of Social Services and other organizations such as Harding House. They felt there is a need for a permanent establishment of this type of school instead of existing from grant to grant as they were at the time.

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* This organization is now non-existant.

Mental Health Clinic

Saskatoon

Dr. Lipscomb, Director
Mrs. A. Molloy, Supervisor of Social Workers

The objectives of this organization are "hazy" but theoretically they are open to anyone for casework and group work such as counselling for welfare recipients, individuals and families. Their prime "goal" is of increasing a person's ability to function in society. Dr. Lipscomb is Director of the Clinic but he has given Mrs. Molloy a lot of autonomy. "He lets us run the Clinic as far down the scale as possible".

Preferred qualifications for workers is an MSW; at this time there are no openings for BSW and nothing at all for technical people (SIAAS). At present they have 3 MSW I positions (senior people requiring no supervision) and 3 psychiatric nursing positions (one of which is to be upgraded to an MSW).

Sheltered Workshop

Moose Jaw

Mr. Ewart

This is a place where the mentally and physically handicapped work. The main goal is rehabilitation and if that is not possible, as is often the case, it serves to provide work in a sheltered atmosphere. The sheltered workshop gives the clients a place to come to, something to live for and a feeling of importance.

They have no social workers working for them; their staff have experience with the retarded and experience in woodwork, sewing, etc.

They do get referrals from social workers through the psychiatric branch of the Union Hospital, Training School and City Social Services.

Mr. Ewart felt a background in psychiatry was important for psychiatric social workers. As well patience and tolerance are important.

SIGN

Yorkton

Mrs. Emma Schappert

SIGN (Society for the Involvement of Good Neighbours) is an organization providing help to the community and opportunities for the community to help other people. They supply counselling, homemaker's service, daycare centre, thrift shop, etc. They have no social workers and feel no need to hire any. Mrs. Schappert is in charge of the homemaker's service which provides any help needed in the home to the sick, especially the aged. These homemakers now number about 15. They require no special educational background and have little specific training. SIGN refers clients to specialized services depending on needs of client. Some of these referrals are to social workers. All members of the Board of Directors are involved with the community. Mrs. Schappert's main qualities for the social worker are efficiency, ability to work with people and concern for individual client needs.

Street Clinic

Regina
Regina

Ian Kelley

The Street Clinic was set up to serve the needs of transient people from out of Saskatchewan who may have no medical coverage. The Clinic was first established on a purely volunteer basis and was run out of the Youth Hostel. Last year it was located along with the Hostel in the Old Grand Theatre. It was open three nights a week with about 30 patients being seen each of these nights.

At present they are located in their own location separate from the Hostel. They are open 7 days a week. They have a full-time coordinator and a full-time assistant or internal coordinator. They have a full-time nurse and a full-time drug coordinator who does counselling. The doctors see patients every night starting at about 7:30 p.m. The doctors are all volunteer people. They work very closely with social workers from their region. Some of them volunteer their time to work on a one-to-one basis with clients. There is also a referral centre and liaison with other services. They don't want to see people given the run around. Immediacy is the prime goal. Some of their finances in 1972 came from the Non-Medical Use of Drugs Commission to permit them to hire coordinators. The involvement of many types of people is overwhelming. Doctors, nurses and social workers all work together to get it going.

IV. MISCELLANEOUS

The Coordinating Council on Social Planning

Saskatoon

Mr. Carl [illegible]

The primary importance of meeting with this group was because they [illegible] a study with us some about a year ago on the physically and mentally handicapped. We received a list from Mrs. [illegible], the Council's secretary, [illegible] locations which gave us the organizations they had contacted during their study and active organizations in the Coordinating Council.

Wascana Hospital

Regina

Mrs. Sloan
Supervisor of Social Workers

Social workers in Wascana Hospital are involved in medical social work which covers all areas of social services as well as special areas of knowledge acquired on the job at the hospital. Out of 7 on staff, 4 are MSW's, 1 is a BSW, 1 is a BA taking extension classification for a BSW and 1 is an RN [illegible] with [illegible]. Each ward has a social worker. Mrs. Sloan likes people with experience but she places emphasis on education (preferring the MSW) and the desire on the part of an employee to get upgrading. Workers there should be willing to study on the job and preferably take upgrading classes at a university. They do not like technical graduates although they had had them on field placement at one point. This did not work out too well. Mrs. Sloan felt that they probably would not expand their program extensively because the government would not fund more positions. Mrs. Sloan felt that courses in basic medical terminology, illnesses, etc., should be offered to provide background for people doing this kind of work and also some English courses because "much of social work has to do with saying and writing the right thing in the right way". Mrs. Sloan also said that social work has become "bogged down in paperwork".

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APPENDIX E

MINUTES OF COMMITTEE MEETINGS

1. Preliminary Committee Meeting
2. Senior Committee Meeting
3. General Committee Meeting

UNIVERSITY OF SASKATCHEWAN   Preliminary Committee Meeting   REGINA CAMPUS

SCHOOL OF SOCIAL WORK

Manpower Utilization Project

Minutes of Meeting

January 23, 1973

In attendance were the following:

Dr. H. Stalwick - School of Social Work
Mr. O. Driedger - School of Social Work
Mr. G. Maslany - School of Social Work
Mrs. Ann Midgley - Department of Manpower and Immigration, Ottawa.
Mr. Grove Lane - Department of Manpower and Immigration, Winnipeg
Mrs. Gail Surkan - Regional Economist, Department of Manpower and Immigration, Regina
Mr. K. Johns - Department of Continuing Education, Saskatchewan
Dr. A. Guy - Department of Continuing Education, Saskatchewan

Dr. Alex Guy opened the meeting by stating that it had been called for the purpose of seeing if Manpower would approve to pay half of the cost of the social service research project to be undertaken by Mr. George Maslany. He then asked Mr. Maslany to give us a brief resume of his project.

Mr. Maslany reported the purpose of the project is to conduct a study to determine various characteristics of those currently employed in a social work area in the province of Saskatchewan with special attention on those in positions with no university education.

Employers will be contacted to see what their anticipated needs for personnel with different kinds of academic and experimental backgrounds will be.

Instead of simply having an employer match up an expressed need with existing curriculum, employers will also be asked about the kind of training they would like employees on the various positions to possess. Should a certain need or needs be recurring they could possibly be incorporated into the curricula of the university or the technologically based programmes. Other questions will also be studied but these answers will only be dtermined by a longitudinal study of which this study will serve as a first stage. One of these questions would be the agreement between actual and projected manpower needs.

As this study is being financially supported by both federal and provincial governments, the final report will be considered as belonging to both. Channels of communication with both levels will stay open to keep them informed of our progress.

Information re questions on the questionnaire (the survey instrument) which will be used will not necessarily be confidential but it will be treated as such.

Mrs. Ann Midgley reported that the Training and Analysis Branch of the Department of Manpower and Immigration is interested in social work as a whole.

Mr. Maslany reported that studies of similar type are being done; the McCarton Study on Manpower and John Crane's on social work. You can't study one without the other. The employment market is being flooded with university graduates but what about the technological graduates - are they finding employment anywhere? We are interested in the post secondary interval on whom the employee will focus.

Dr. Alex Guy then called on Dr. Harvey Stalwick to comment on the School of Social Work's programme.

Dr. Harvey Stalwick reported that the School of Social Work began last year in setting up a programme for students to obtain a B.S.W. [illegible] then an M.S.W. degree. To bide the time an extension programme was initiated. This provides an opportunity for someone in social work to do something to further himself in that field. Both Dr. Stalwick and Mr. Otto Driedger went on to explain that the extension programmes are also set up in Saskatoon, North Battleford and Moose Jaw. These are to aid those who wish to further themselves while retaining their employment.

Mrs. Midgley then stated that in other words these are the secondary points of the clientele to be looked at in the research proposed by Mr. George Maslany.

Mr. Maslany remarked that to get a study of what will happen tomorrow we must study what is going on today. "Crystal ball gazing" is of no avail unless we see what is occuring now.

Dr. Guy then interjected a question of how are you going to see the future needs of the clientele?

Mr. Maslany reported that a study done by Mr. J. Knapper of the University of Saskatchewan, Regina Campus on the needs of geriatrics was most interesting. When asked of the staff, they suggested papers, magazines, television, etc., but when asked of the geriatrics themselves they reported handicrafts, an afternoon drive,, one gentleman wanted a bench to work at. Their needs are different from what the staff sees.

Dr. Stalwick suggested that perhaps the word "secondary" is bothersome. That if we go to those that are represented we may find some good needs that at the present time are overlooked and could be incorporated into our system.

A discussion then followed regarding the different aspect of clientele and their needs in our society such as the Indians, single parent and so on and of future people joining the university and their needs.

The question of the budget was then raised..

Mrs. Midgley reported that there were a few specific points which needed to be clarified:

1) Honorarium to six consultants. If federal employees are to be used they do not qualify for an honorarium.

Mr. Grove Lane reported that this will be done through his department or from his department and finances will be covered by the federal government.

Dr. Stalwick reported there may be consultants also from the United States social services.

Mr. Maslany interjected that the figure of six consultants is somewhat inaccurate as in all probability it may be as high as twelve consultants.

Mr. Ken Johns wondered if this wasn't the advisory committee they were talking about but he was advised that this was strictly consultants.

Dr. Stalwick asked if naming the consultants would be of assistance for clarification.

Mrs. Midgley replied that was not necessary at this time. It was to be made clear that no honorarium could be paid to a federal employee.

Dr. Guy mentioned that the provincial government will provide anything required, just let them know whatever is required.

Mrs. Midgley then went on to the second item - purchase of a tape recorder at the cost of $130.00. The Manpower Department will not fund equipment purchases but rental of equipment will be accepted.

The third item was lodging and meals at $5.00 for 54 days. This figure does not seem logical. It was then explained that this was a typographical error.

The fourth item of the budget was rental of office facilities and equipment. They do not have provision for rental of physical facilities.

Mr. Maslany then interjected that if the figure is bothersome it can be changed.

Mrs. Midgley replied that it wasn't bothersome except for the rental of office space. Is the University unable to have space available?

Mr. Grove Lane then mentioned that perhaps this also meant additional help such as stenographic and research assistants that perhaps the tape recorder could be included in this also.

Dr. Stalwick then asked if the 'other' item amount should have been larger and lumped all those under the one item.

Mrs. Midgley replied that that would have been all right.

Mr. Grove Lane then commented that this was a well articulated budget and he wanted to compliment Mr. Maslany on not camouflaging items.

Mr. Maslany then stated that there is an unanticipated expense re a trip to Sudbury later on the week which he is planning to attend. He also wanted to know what flexibility we would have with the budget re such expenses.

Mrs. Midgley replied that the flexibility is fairly good.

Mr. Grove Lane was wondering if it was a plus or minus of five percent.

Mr. Ken Johns reported that on the provincial and federal level it's usually plus or minus fifteen percent.

Mrs. Midgley replied she wasn't too certain of the percentage but there are additional grants available.

Dr. Guy then asked if the lines of communication will be open and we will be kept up-to-date on all aspects.

This was affirmed by Mrs. Midgley.

Then followed a discussion regarding periodic meetings with the various committees and the possibility of using the data banks compiled elsewhere. Since this study will probably be a longitudinal study, we hope to be able to have on-going monitoring.

After this discussion Dr. Guy thanked all who were present for attending and especially Mrs. Ann Midgley who came from Ottawa.

Meeting then adjourned.

NAMES OF THOSE IN ATTENDANCE AT SENIOR
COMMITTEE MEETING HELD IN ROOM 230,
COLLEGE WEST BUILDING ON JUNE 29, 1973.

Federal Government Representatives

Mr. Ferd Ewald, *
Regional Director,
Secretary of State Department,
2nd Floor,
Grain Commission Building,
303 Main Street,
Winnipeg, Manitoba. R3C 3G7

Mr. Grove Lane,
Regional Economist,
Prairie Regional Office,
Canada Manpower,
1200 Portage Avenue,
Winnipeg, Manitoba. R3G 0T5

Provincial Government Representative

Dr. Alex Guy,
Director,
Research and Evaluation Branch,
Department of Continuing Education,
Avord Tower,
Regina, Saskatchewan.

School of Social Work, University of Saskatchewan - Regina Campus Representatives

Prof. Harvey Stalwick,
Director.

Prof. Otto Driedger

Social Services Manpower Project Staff

Dr. George Maslany,
(Research Director)

Mr. Harold Hugg,
(Research Assistant)

Ms. Debby Behm,
(Research Assistant)

Ms. Angie Nunweiler,
(Research Assistant)

Study Consultant

Prof. John Crane,
School of Social Work,
University of British Columbia,
Vancouver 8, B.C.

Guest

Prof. A.B. VanCleave,
Dean, Graduate Studies,
University of Saskatchewan - Regina Campus.

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* At time of meeting Mr. Ewald's title was Director of Technical Services, Canada Manpowe

Minutes of the Senior Committee
Meeting held June 29, 1973 at
College West.

Maslany: We have here on our agenda a summary of our findings in those areas. They aren't statistically analyzed as yet but I think most of the results are so obvious that it's meaningful to "eye-ball" the data. We are just coming to the close of the first stage of the project which involved interviewing consumer groups, consumers of social services, the supervisors of social service personnel and social service employees. If you will just look over the agenda, I don't intend to cover it in exactly the same way that it is outlined here. We will probably be skipping around. If you will also look at the format of the interview these were open-ended and these were the general areas we covered with the people.

Just a comment I have about the preliminary results of the employee survey. One thing we did there, we gave them an open-ended questionnaire outlining various areas of interest to the study and thereafter we sent follow up letters which were mimeographed with the exception that they were all individually signed. I don't know how many times I've been approached by people humbly apologizing for the oversight on their part that the questionnaire had been lost in their briefcase or something like that. I've never received such a reaction from a mimeographed piece of paper. Maybe it was the ink at the bottom of the paper where I put my signature. This happened on several different occasions. So personal follow-up letters really do the job.

Oh, something else that we haven't put in the agenda. We have just finished compiling a booklet outlining the Western Canadian regional resources with respect to social service education at the community college and university level. We are sending a copy of these abstracts of programs and seeing whether they have any changes, whether they have been properly abstracted and whether there are any errors or omissions. I plan to have that completed within the next three weeks. I feel that is an important part of the study lest we be regarded as pushing the program of the Regina Campus too much. So that those we contact become aware of the educational resources that are available, even though we have been getting the reaction from the employers "we couldn't give a damn how good the program is elsewhere what is important is that it has to be geographically close". It may be simply a gesture of diplomacy to prepare this and let them know about everything from Douglas College to Cariboo College to Red Deer and Red River and all these places. But if they want this information it is a very tedious, time-consuming task just to get the information from these places. I can just imagine the problem it would be for a student who wanted this kind of social service education information. It took our staff close to three months to get this information for our files. In a month we will have this educational resources in social service education available.

The other thing, you all have a copy of the summaries of anyone of the places we have met. We emphasize the confidentiality of these. We prohibit distribution of these to anyone that wasn't a part of the study advice committee since most of the people are reluctant to be identified personally with their statements. (Sometimes the people we were seeing were generally "uptight" about being interviewed and their anxieties might have gotten them to say things they have regretted later on.) We are sending them copies of their interviews and giving them the opportunity to delete or change portions of the interview if they see fit. If they feel they haven't expressed themselves properly or would like to record things they haven't said they will have the transcript of the interview and be able to make the amendments on it. I don't think the result of this will be to lose information but to correct it and at the same time to find out whether people will take time to carry out editorial changes and authorize us to quote them. I think we can make a strong point if we can cite a specific person as having made a point rather than ascribing a point was made by someone without naming them.

Well, can we begin by discussing a point which is of most concern to your group namely what happens to the tech grad. John, maybe you can give us some information on this. They were surveyed in your study but they weren't really reported because the returns from them were too small–is that so? The Saskatchewan Institute of Applied Arts and Science–did you survey any of their graduates?

Crane: Yes, I'm sorry George but I wasn't aware that you would need this data and I didn't bring it. They were in the sample and the returns were reasonably high. They were acceptable and I could give you that. What was data on their employment plans. We have two measures on them from the time they were just about ready to graduate. We have data on their employment plans and what they saw themselves as preparing to do and trying to prepare themselves to do and what they are interested in, special interests and we related that to their employment about seven to nine months later. Now, my recollection is that [illegible] Saskatchewan stood out at the community college level as having an especially low employment rate. I really don't trust my memory but I think it was well below 50% that turned out to be employed.

Maclean: Well, this is one of the major problems I've encountered in talking, of interviewing the senior personnel responsible for that program in Saskatoon and they were very impressed by their own in-house long term follow-up study that they have done which indicates 80-90% of their group have found social service related work experience; as opposed to our own findings which say either I don't like them or they are good people but I wouldn't want to marry one. No one we found, with five exceptions which probably accounts for five vacancies in the time in this province, have indicated that they would consider a tech

177

graduate for a position. [illegible] it could very well be that our definition of what social services are [illegible] even though we might like to pat ourselves on the back for saying we have got a very liberal definition of it.

[illegible]: We didn't have too much trouble with that point. We expected we would have a lot of trouble determining whether a person was in a social service position or not. The overall rate of return for Ontario was about [illegible]. Now, I don't recall whether Saskatchewan was significantly different.

[illegible]: How did you keep your return rate up that high?

[illegible]: We got [illegible] return the first wave and then we sent a follow-up card and then the percentage went up with the second wave. My impression was that it was just a subject of their interest and that that was the main determinant. It was a subject close to their hearts. I've had this kind of experience in other social questionnaire studies. The main determinant in the rate of return is how relevant the whole thing appears to the respondent and whether he has some perception that his contribution will be useful to someone. [illegible]

[illegible]: This is something else that I find in our data I can't reconcile with the other information I have received. My information from the [illegible] running the program in Saskatchewan [illegible] that the average age of the [illegible] graduate is [illegible]. [illegible] So, maybe some of the information I can get from you would help clarify this issue.

[illegible]: We have age and we are going to relate age to employment by program [illegible]. We haven't yet done so [illegible].

[illegible]: Well, this is, as far as they are concerned here, one of [illegible] criteria for [illegible] and of having experience in a [illegible] field.

[redacted]

[illegible]: [illegible]

[illegible]: [illegible]

[illegible]: [illegible]

[illegible]: [illegible]

[illegible]: [illegible]

[illegible]: [illegible]

[illegible]: [illegible]

[illegible]: [illegible]

[illegible]

[illegible]

[illegible]

[illegible]: The Department of [illegible] is going to put out a job vacancy survey [illegible]

[illegible]: [illegible]

[illegible]: Canadian Classification Dictionary of Occupations (CCDO). [illegible] Statistics Canada [illegible]

[illegible]: [illegible]

[illegible]: We could get a [illegible] of some of the Federal Government statistics from [illegible]

[illegible]

[illegible]: [illegible]

[illegible]: [illegible]

[illegible]

[illegible]: [illegible]

[illegible]: [illegible]

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[illegible] [illegible]

[illegible] [illegible]

[illegible] [illegible]

[illegible]

[redacted]

[illegible] [illegible]

[illegible] [illegible]

[illegible] [illegible]

be on the provincial side. There might be some real value and new data that can be supported as a can opener. I've long felt that no one was responding.

Lane: With respect to the Manitoba experience, the research stall played a knowledge input role and there was discussion, facilitation to a wider range of ....(tape unclear).... along the lines of trying to disseminate, not just trying to be a singular, narrow propogantist but rather allow -the agents of various points of view to come together in a dialogue sense and to interact - not just for a few hours but for a number of years.

Guy: This not part of George's study and Harvey's question becomes one of ....because it isn't part of the study. Is there any way we can obtain funding to ....(tape unclear)..... say for a week in the fall. Now, the submission on that should go where.

Ewald: Well, I'm not fully operational in my new department but I would certainly explore it. I think there is - there are 20 programs.......(tape unclear)....... so it is hard to know at this point but I would think that if you could formulate a proposal I would be willing to pursue it in our system.

Guy: Coming from our system we would support this in a limited way if funds ......(tape unclear)..... I will contact all departments of Advanced Education to give them all information available in terms of adult education. In terms of university, this is the interest that we have, both from university and advanced education. People would be very interested.

- Harvey will put request through to Secretary of State and keep Alex Guy's Department informed.
- Three-way funding.
- To take place in late November possibly in Saskatoon.

[redacted]

NAMES OF THOSE IN ATTENDANCE AT GENERAL COMMITTEE MEETING HELD IN ROOM 230, COLLEGE WEST BUILDING, ON JULY 12, 1973

Consumer Group Representatives

Mr. Ian Bailey,
Street Clinic,
1328 College Avenue,
Regina, Saskatchewan.

Mr. Chuck Kowalski,
SCAPO,
Box 85,
75 Ross Street,
Moose Jaw, Saskatchewan.

Mr. Bill Wales,
Freedom Group,
1717 -113th Avenue,
Regina, Saskatchewan.

Mr. Roger Butterfield,
Metis Society,
#200 - 1800 Scarth Street,
Regina, Saskatchewan.

Mr. Al Skagen,
SCAPO,
Box 85,
75 Ross Street,
Moose Jaw, Saskatchewan.

Federal Government Representative

Mrs. Gail Surkan,
District Economist,
Department of Manpower and Immigration,
Regina, Saskatchewan.

Saskatchewan Institute of Applied Arts and Science, Saskatoon.

Mr. Mike Sieben,
(Director)

School of Social Work, University of Saskatchewan - Regina Campus Representatives

Prof. Harvey Stalwick,
(Director)

Prof. Otto Driedger

Prof. Karl Stange

Ms. Mona Acker

Prof. Arvey Hanowski

Prof. Claude Wiegand

Social Services Manpower Project Staff

Dr. George Maslany,
(Research Director)

Mr. Harold Hugg,
(Research Assistant)

Ms. Angie Nunweiler,
(Research Assistant)

Ms. Debby Behm,
(Research Assistant)

Mr. John Kreiser,
(Research Assistant)

Minutes of General Committee Meeting
held July 12, 1973 at College West

S.I.A.A.S. graduates received a rather unfavourable reaction from some agencies possibly because of the "mirror effect". At least this is what seems to be happening. What will happen could be even more problematic because of the high out-put of BA graduates. This might also be indicative of a sampling bias within the agency population surveyed.

We have also received information about differential use of staff, that is, not seeing all comers as being used as social service staff under one general heading. That is, some people were doing this kind of work, while some people were doing much different kind of work. Perhaps university graduates are doing better at a certain type of work while other graduates are doing much better at a different line of work. John Crane will be giving us some sort of breakdown on this when we send out the questionnaire - the employees responses may clarify that point.

Relationship between academic background and employers reaction to his employee seems to indicate that the employers want more qualified and more educated people. The employees have been saying we want more academic qualifications. The consumer groups are saying we want somebody with common sense and somebody who can listen.

Some schools say if the student, after entering the agency, adjusts and performs competently (immediately) then he received a too specialized form of education. On the other hand, if it takes 6 to 12 months of actual agency work before the employee is competent, then anybody off the street might fill that position and the education is, of course, redundant.

Another problem is matching the student's educational training to the job he actually will be doing. If this does not occur further education and training will be needed while the employee is already working on the job. This is why employees will be questioned concerning their present and future educational needs.

Therefore, what the employers want to see in their social workers may not be what the clients want, that is somebody who is able to listen and who has common sense, which may not be related to more educational background and being better theorists. One of the points that should emerge from the study is that the school should undertake a class to sensitize the student to the needs and attitudes of consumer recipients.

The main complaint of consumers is that they have yet to meet a compassionate social worker. They want somebody with understanding and feel education has no bearing on this. Education may, in fact, create a gap between the recipient and the worker because the worker will not come off his high horse. More education may therefore create a more inhuman, insensitive worker. It may also create a worker who is so theoretical that he may miss the fact that the guy simply needs a job.

If we make the assumption that the more education you have, the more ineffective you become in interpersonal helping skills, we also have presupposed that all education is the same.

The two basic forms of education are academics; books and theories, etc., and the other is real life practicum experience. The extension students wanted new and better theories. Education is fine if you can apply it and the only way you will learn that is through experience.

Many times the social worker has to decide between serving his agency or the client and this is wrong. The agency should be set up to serve the client.

How can a school teach the three fundamental things; concern, responsibility and help? If you have got those three things what additional help is a BA? If you don't have those three things and still have a BA does that make it any better?

I believe that current policy and legislation is quite adequate. The way it's being interpreted and handled is inadequate. All we have to do is fix up the existing situation.

The recipient is afraid of the social work establishment because he has been kicked around by it so long. So, studying the current situation may be all right but it doesn't prove or change anything.

With the consumers organizing and getting power the social worker has got to be careful of what he does and how he treats the client. All this involves though, is the fear of reprisal from the supervisor. Yet, can you train somebody to be humanitarian or do they have to have that inherently?

If a worker has been taught to write reams and reams of files of histories, useless irrelevant information gets filed and valuable time is wasted which he could spend counselling, not writing reports.

I think social workers should be called client advocates. These guys should be working for the clients. If the client doesn't get his cheque, the social worker should be prepared to fight the administration to get that cheque. Not like it is now. Right now there is far too much policing going on. If 5% (of clients) cheat, let them cheat. Hire a Clerk II to do the job, not a social worker. The system should expose all the information - they should not divide the consumers from each other by keeping a shroud of confidentiality over the system. The public doesn't really know what the welfare recipient is getting and this is why there is such a terrible backlash from labour, etc. The biggest welfare recipient is the professional, who has been getting the most from welfare.

We have contacted about 60 agencies with a very wide perspective with over 35 consumer groups contacted.

The extension student survey gave us a good random sampling of social service employees and what their desires were in terms of upgrading.

Paying people to return the questionnaires would increase the amount of return to give us a high enough percentage to give us reliable results.

By the end of August we hope to get the letters out. Questionnaires will be pretested in another province. The weakness of extension student survey was that the questionnaire may have been too open-ended and the population was actually quite a select group (not random).

Another problem is that we train people in Saskatchewan and then they leave for British Columbia or the east. We should increase the number of workers in this province and also the amount of pay they receive to keep good workers in the province. There will be a description of every social service program - community college or university - in western Canada (34) sent out with the questionnaire.

If a bursary is given through social services or public health the person must remain within the province for X number of years. (Editor's note: This is, however, not the case.)

If we wish to establish the number of people who receive education in this province and then leave for jobs somewhere else, then we need to establish a baseline for such a longitudinal study. This study could conceivably do that, at least for the social work services.

Another reason we have undertaken this study is to facilitate the planning of curriculum for the School of Social Work. If we do a follow-up once this program is in operation and the consumers say that this supposedly "innovative" program is crap, having the same adverse results as other programs, at least we have one way of monitoring that kind of feedback.

If the employees want more theoretical knowledge we should know why. Is it because this means a better salary etc.? This kind of question should be covered in the questionnaire. Another question to be raised about the education of social workers is that you cannot take some graduate and expect him to work in any field, i.e., corrections.

What degree of mobility is there once you get into the system? What if you start out in MR, what are your chances of ending up in corrections?

Work training is really an important thing. If a person wants to specialize, how can we get the institution to provide him with that kind of experience to go along with his specialized education?

What I would like to see is a specialized course in, for example, corrections with certain prerequisites. After the course you would be granted a degree. Yes, this is much like our certificate program.

I work for a consulting firm and I make more money than if I had a degree. Nobody questions my qualifications - all they want is results. That is what counts. They don't accept you because of a degree on your letterhead. People don't accept you on that basis - they accept you on the basis of what you stand for and what you do.

If the only reason you go to school is because of a high salary, that is not enough. If you are only in there for the money, then forget it - we are a 24 hour deal.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

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[illegible]

[illegible]
[illegible]
[illegible]

[illegible]

[illegible]

[illegible]

(b) Correspondence regarding interview

Letter Requesting Meeting (Interview) with Groups to Whom the Proposal had been Sent Out

UNIVERSITY OF SASKATCHEWAN, REGINA CAMPUS
REGINA, CANADA
S4S 0A2
SCHOOL OF SOCIAL WORK

Dear

We hope that you have had the opportunity to review the proposal regarding a study of the Social Services in this province. We are therefore quite eager to proceed with making arrangements for a meeting wherein we can discuss the specifics of your organication involvement in this study. Some of the questions we will be asking concern the objectives of your organization, its membership (e.g., size and involvement), its views about the social services and specific ways in which they can be improved.

Though no organization will have to be concerned about their confidence being betrayed by being identified directly with any criticism they may make, the information you provide us will eventually be fed back to respective governmental and private social service agencies. Whatever corrective action they then take is up to them. We can, however, guarantee action being taken in the academic realm on whatever comments you may make. The information you provide us will be incorporated into the curriculum of our School as a training requirement for future social workers in the province. The issues you raise will be brought to these students' attention as part of the course content and thereby help them to become better sensitised to your expressed needs.

Hopefully our contact with you will not be any one-shot effort. We would like this to be the beginning of an on-going correspondence with you on these matters which are of mutual concern.

Yours sincerely,

GWM/bk

G.W. Maslany, Ph.D.,
Research Director,
Social Services Manpower Project.

398

Request to Interviewee to Review Transcript of Interview Sent to Them

UNIVERSITY OF SASKATCHEWAN, REGINA CAMPUS

REGINA CANADA
S4S 0A2
SCHOOL OF SOCIAL WORK

Dear

Enclosed is a copy of the interview we had with you in connection with our "Utilization and Needs of Manpower in the Social Work Services" research project. Could we please have your permission to quote from this interview for purposes of our study? Should you find that errors, ommissions or additions have been made or should you have any afterthoughts on the information you gave us or if there are certain areas in which you do not wish to be quoted, please make the appropriate corrections and/or deletions and forward the corrected copy to us. If, on the other hand, you do not wish to be quoted at all, indicate this at the top of the interview and the information in this interview will remain confidential.

We thank you for your anticipated co-operation in this matter.

Yours truly,

G.W. Maslany

G.W. Maslany, Ph.D.,
Research Director,
Social Services Manpower Project.

GWM:pd

[redacted]

Reminder Letter

UNIVERSITY OF SASKATCHEWAN, REGINA CAMPUS

REGINA, CANADA

S4S 0A2

SCHOOL OF SOCIAL WORK

August 22, 1973

Dear Sir or Madam:

Within the last two months, you were sent a copy of the interview conducted with you by Social Services Manpower Project personnel. We requested that you make any editorial changes, additions or deletions you deemed appropriate. We also asked whether we could have the opportunity to quote you for the final report of this study.

We are trying to get this report together, so could you please be so kind as to cooperate with us in this matter? If at all possible, we would like to hear from you within the week.

Yours truly,

GWM/cb

G. W. Maslany, Ph.D.
Research Director
Social Services Manpower Project

P.S. If you have misplaced or never received a copy of the interview, let us know and we will send you another.

ii. Probes for Open-Ended Interviews

Key questions which were most commonly asked of:

A. Social Service Employers, Practitioners and Employees

- Type of services organization offers.
- What are the goals that their service is attempting to accomplish.
- What are the means employed to realize these goals.
- How many staff are employed and what sort of qualifications are required for various positions under their control.
- Would they hire a Technical Graduate: Why or why not?
- Are there any special attributes (academic or otherwise) you look for in any group that might apply for a position.
- What qualities are stressed in selecting staff to be hired (i.e., stress more academic or relationship type skills).
- Do they foresee any increase in the services being offered and any subsequent increase in staff.
- Do they have any reactions or criticisms of our research proposal or ideas which they would like to add.
- Do they know of the existence of any Consumer or Self-Help groups, in the area of the services they provide.
- What methods do they use to make the general public aware of the services they are providing. Do they feel the publicity they have been receiving has been adequate.

B. Consumer Social Service Groups

- What basically is the purpose of the organization or group, and what does it do.
- How many people are actively involved in the group.
- Do they see an increase in the number of consumer groups in the future, and any expansion in the membership of specific groups.
- Are they aware of other consumer groups that they may be affiliated with or have heard about.
- How do they go about informing the general public of what they are doing (e.g. do they have any Public Relations effort).
- Do they have trouble getting people to join their group. If so, why.
- What do they feel are the qualities of a good social worker, (e.g., qualifications, experience). Can these qualities be trained.

303

[redacted]

[illegible]. [illegible] - continued

[illegible]. What are the objectives of [illegible] Agencies that their members are working with. Are these agencies linked up to [illegible].

[illegible]. Do they have any comments or criticisms about the Research Program, and any suggestions for improving its effectiveness.

[redacted] [illegible]

5. QUESTIONNAIRES

a) U.S. questionnaire and accompanying correspondence

b) [illegible] questionnaire and accompanying correspondence

c) [illegible] questionnaire and [illegible] [illegible] correspondence

d) [illegible] questionnaire and accompanying correspondence

[illegible]

[illegible]

[illegible]
[illegible]
[illegible]
[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]
[illegible]
[illegible]
[illegible]

[illegible]

[illegible]

[redacted]

[illegible]

[illegible] [illegible]

[illegible] ________ [illegible] ________ [illegible] ________

[illegible] [illegible] ________ [illegible] ________

[illegible] ________ [illegible] ________

[illegible] ________ [illegible] ________

[illegible] ________

[illegible] [illegible] ________ [illegible] ________ [illegible]

[illegible] ________ [illegible]

[illegible]

[illegible]	
[illegible]	
[illegible]	
[illegible]	
[illegible]	
[illegible]	
[illegible]	
[illegible]	

[illegible]

[illegible]	
[illegible]	
[illegible]	
[illegible]	
[illegible]	
[illegible]	
[illegible]	

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]
[illegible]	[illegible]

[illegible]

[illegible]

[illegible]

[illegible] [illegible]

[illegible] [illegible]

[illegible] ______ [illegible] ______

[illegible] [illegible]

[illegible] ______ [illegible] ______ [illegible]

[illegible]

[illegible]

[illegible] [illegible] ______

[illegible] [illegible] ______

[illegible] [illegible] ______ [illegible] ______

[illegible]

[illegible] [illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]			
[illegible]			
[illegible]			

[illegible] [illegible]

[illegible] ______ [illegible] ______ [illegible]

[illegible] ______

[illegible] ______

20. a) If you are not working towards or planning to obtain a degree or certificate, what areas would best describe the classes you have taken?

		No. of classes taken
Psychology	______	______
Sociology	______	______
Political Science	______	______
Social Studies	______	______
Anthropology	______	______
History	______	______
Economics	______	______
Social Work	______	______
Other (please specify)	______	______
______________		
Education	______	______
Administration	______	______
Humanities	______	______
Other (please specify)	______	______
______________	______	______

b) Of the above classes which of those you have taken were most relevant to the job you are now doing? (Please check.)

	Most Important	Important	Least Important
Psychology	______	______	______
Sociology	______	______	______
Political Science	______	______	______
Anthropology	______	______	______
Social Studies	______	______	______
History	______	______	______
Economics	______	______	______
Social Work	______	______	______
Education	______	______	______
Administration	______	______	______
Humanities	______	______	______
Other (please specify)	______	______	______
________________	______	______	______

21. If you plan to take courses for academic credit, either for a degree or for other purposes, which of the following best describes your reasons for doing so?

	Most Important	Important	Least Important
Field or problem that interests me	______	______	______
Better understanding of my own agency	______	______	______
Increased ability to work with clients	______	______	______
Improved techniques (e.g., improved counselling skills, writing case histories, etc.)	______	______	______
Better understanding of social work policy	______	______	______
Better understanding of social work philosophy	______	______	______
Greater opportunity for advancement within my agency	______	______	______
Greater opportunity for advancement outside my agency. (if possible please specify the name and location of the agency you would hope to move into.) ____________________ ____________________ (By asking this question, we hope to determine whether or not academic upgrading increases job mobility either within or outside the province.)	______	______	______
Other (please specify) ____________________	______	______	______

22. If you do not plan to take any further courses for academic credit, either for a degree or for other purposes, which of the following best describes your point of view? (Please check where applicable.)

	Very True	True to Some Extent	Not true At All
I have had all the formal education I need at this time	______	______	______
I already have obtained the academic credit I need for a salary raise, promotion, or a professional certificate	______	______	______

412

22. - continued

	Very True	True to Some Extent	Not true At All
I do not need further academic work to succeed in the job I am now doing			
I have family responsibilities which do not allow me time for further academic work			
I cannot afford financially to take further academic work			
My career goals are too uncertain at this time			
I need additional work experience before undertaking further academic training			
There are no institutions near the community in which I live (work) that offer appropriate academic programs			
I have not found an academic program that meets my particular interests			
Other (please specify) ______________________________			

23. In what areas can social work education (in a BSW program or certificate program) be made relevant to the work you are now doing? (Please check the appropriate.)

A. Fields of Study	Most Important	Important	Least Important
Family Services			
Child Welfare			
Community Planning			
Group Work			
Physical Rehabilitation			
Mental Retardation			
Psychological Services			
Medical Services			
Mental Health			
Alcoholism and Drug Abuse			
Corrections			
Public Assistance (i.e., administering financial aid)			

23. - continued

A. Fields of Study	Most Important	Important	Least Important
Recipients of social services (e.g., needs and ideas of welfare recipients, inmate groups, etc.)	___	___	___
Research	___	___	___
Administration	___	___	___
Other (please specify)			
______________________	___	___	___

B. Techniques			
Human relationship skills	___	___	___
Counselling skills	___	___	___
Supervisory skills	___	___	___
Clear expression of ideas - written (e.g., classes in writing case histories, reports)	___	___	___
Clear expression of ideas - oral (e.g., classes in public speaking)	___	___	___
Other (please specify)			
______________________	___	___	___

C. General			
Human growth and development (e.g., classes in general psychology)	___	___	___
Knowledge of community resources (e.g., location and services provided by various social service or related agencies)	___	___	___
Social work philosophy	___	___	___
Social work policy	___	___	___
Legislation (i.e., knowledge of statutes relevant to social services such as the Landlord-Tenants Act, Saskatchewan Assistance Plan)	___	___	___
Other (please specify)			
______________________	___	___	___

[redacted]

24. If educational upgrading was a requirement for your promotion, do you feel financial responsibility for this upgrading should lie on:

Yourself	______
Your employer	______
Yourself and your employer	______

25. a) If financial responsibility for upgrading was placed on you, no matter what the reason for upgrading was, would you still take the upgrading?

No ______ Yes ______ (if Yes, go on to Question 26)

b) If the answer to Question 25 (a) is NO, would you take this upgrading if it was a requirement for your promotion?

Yes ______ No ______ (if No, go on to Question 27)

26. If you decided to take upgrading would you prefer to take:

Evening classes	______
Day classes	______
Leave of absence from work for full time course attendance	______
Classes by special arrangement for individual instruction	______

PART III PREVIOUS WORK EXPERIENCE

If, prior to your present job you were ever employed elsewhere, please answer Question 27. (If you have never been employed prior to your present job, go on to Question 28.)

27. In which of the following areas were your previously employed?

		Number of years employed
Social Services	______	______
Nursing	______	______
Teaching	______	______
Religious Field	______	______
Human Services other than Social Work (please specify)	______	______
______		
______		
Agriculture	______	______
Direct Sales	______	______
Administration	______	______
Other (please specify)	______	______
______		
______		

28. a) Prior to your present job, did you ever do volunteer work?

Yes ______ No ______ (If No, go on to Question 29)

b) If, prior to your present job, you did volunteer work, please check where applicable.

		Year(s) employed (e.g., 1970-72)
Corrections	______	______
Child Welfare	______	______
Mental Retardation	______	______
Senior Citizens	______	______
Mental Health	______	______
Youth	______	______
Alcohol and Drug Abuse	______	______
Minority and/or Ethnic Groups (please specify) ______ ______	______	______
Church Groups	______	______
Recreation	______	______
Other (please specify) ______	______	______

29. What was your main reason for entering the social service field? (Check one only.)

Life experience ______
Volunteer work ______
Desire to help people ______
Salary ______
Status ______
Better ability to facilitate social change ______
Problem or area of special interest to me ______
No other employment available ______
Other (please specify) ______
______

30. a) Have you ever been a consumer of the services you are now providing or a consumer of related social services? (e.g., Have you ever been on welfare?)

Yes ______ No ______ (If No, go on to Question 31)

b) In what way were you a consumer?

______

______

PART IV PRESENT EMPLOYMENT

31. What is your job classification? (E.G., Social Service Worker I, Social Worker I, Registered Psychiatric Nurse, Social Worker.) Please be as specific as possible.

____

32. What is the highest salary available in your classification?

____

33. a) Are you working with a caseload?

Yes ______ No ______ (If No, go on to Question 34)

b) If Yes, how many do you presently have on your caseload?

____

34. Are the qualifications for your present position the same as when you were hired?

Yes _____ (If Yes, go on to Question 36) No _____

35. a) If the answer to the above is No, have the qualifications been upgraded?

Yes _____ No ______ (If No, go on to Question 36)

b) What have the qualifications been upgraded to?

____

36. Is it the purpose of your work to work with or prevent problems in any of the following areas? (Please check where appropriate.)

Individuals and families ______
Small groups (please specify) ______
____
____
____
Client self-help groups ______
Supervision and consultation ______
Education and staff development ______
Administrative responsibilities ______
None of these areas ______

417

27. Which of the following represents what you are attempting to accomplish in your job?

	Most Important	Important	Least Important
Provide and/or maintain minimum standards of physical well-being	____	____	____
Helping people to become self-sufficient	____	____	____
Helping people to avoid dependence on social services	____	____	____
Improve the organization or delivery of social services	____	____	____
Increase opportunities for social and/or political participation of disadvantaged groups	____	____	____
Changes in general philosophy, attitudes or policies of society as a whole	____	____	____
Other (please specify)	____	____	____
____________________	____	____	____
____________________			

28. What means are you using to enable you to accomplish your goal(s). (Check where applicable.)

Counselling ____
Therapy ____
Rehabilitation ____
Family planning ____
Child placement and/or care ____
Providing financial assistance ____
Providing adequate housing ____
Job placement ____
Working with volunteer groups ____
Organizing and/or working with citizen self-help groups ____
Presenting briefs, papers or lectures ____
Research ____
Other (please specify) ____
____________________ ____
____

[illegible]. a) Within your organization, what is the most important qualification in hiring people for a position such as yours?

[illegible] experience ______
Educational background ______
Both qualifications are equally important ______
Other (please specify) ______
____
____

b) What would you say is the most important qualification in hiring people for a position such as yours?

[illegible] experience ______
Educational background ______
Both qualifications are equally important ______
Other (please specify) ______
____
____

[illegible]. a) What would best describe the necessary qualifications for promotion in your organization?

	Most Important	Important	Least Important
Merit (on the job performance)	______	______	______
Previous work experience	______	______	______
Educational background	______	______	______

b) What do you feel should be the necessary qualifications for promotion in your organization?

	Most Important	Important	Least Important
Merit (on the job performance)	______	______	______
Previous work experience	______	______	______
Educational background	______	______	______

[illegible]. a) Do you feel you are working fairly independently of supervision?

Yes ______ (If yes, go on to Question [illegible]) No ______

b) If the answer to Question [illegible] (a) is No, do you feel your effectiveness as a social worker is reduced because of this?

Yes ______ No ______

END

[illegible]

[illegible]

[illegible]

[illegible]

In the following questions the ratings are as follows:

Strongly Disagree	[illegible]
Disagree	[illegible]
Undecided	[illegible]
Agree	[illegible]
Strongly Agree	[illegible]

[illegible]

_______ Strongly Disagree
_______ Disagree
_______ Undecided
_______ Agree
_______ Strongly Agree

[illegible]

_______ Strongly Disagree
_______ Disagree
_______ Undecided
_______ Agree
_______ Strongly Agree

[illegible]

_______ Strongly Disagree
_______ Disagree
_______ Undecided
_______ Agree
_______ Strongly Agree

[illegible]

_______ Strongly Disagree
_______ Disagree
_______ Undecided
_______ Agree
_______ Strongly Agree

[illegible] [illegible]

[illegible]

[illegible] [illegible]

[illegible]

[illegible] [illegible]

[illegible]

[illegible] [illegible]

[illegible]

[illegible] [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[redacted]

[illegible]

UNIVERSITY OF SASKATCHEWAN, REGINA CAMPUS

REGINA, CANADA
S4S 0A2
SCHOOL OF SOCIAL WORK

Dear

Re: The Utilization and Needs of Manpower in the Social Work Services in Saskatchewan Study

This letter is intended as a reminder to you that we have not yet received the names and working addresses of your staff members who are employed in the supplying of direct social services. Could you please forward to us these names and working addresses as soon as possible (preferably within the next week). Your cooperation and participation in this part of the study are of utmost importance to its completion and success.

If for any reason you have any objections about sending this information or if you have any criticisms about the study, please feel free to call us (collect) at 584-4575; or to write if you prefer.

We thank you for your anticipated cooperation in this matter.

Yours truly,

Dr. G.W. Maslany
Research Director
Social Services Manpower Project.

GWM/mw

[redacted]

Letter Sent to Organizations Wishing to Distribute Their Own Questionnaires (7)

UNIVERSITY OF SASKATCHEWAN, REGINA CAMPUS
REGINA, CANADA
S4S 0A2
SCHOOL OF SOCIAL WORK

November 8, 1973

Dear Sir or Madam:

Re: The Utilization and Needs of Manpower in the Social Work Services in Saskatchewan Study

Enclosed are the social service employee questionnaires which you agreed to distribute to your staff members involved in supplying direct social services. With each questionnaire is an explanatory letter and a stamped return envelope for the convenience of your staff.

Please do not hand out the questionnaires to any of your staff who are employed as supervisors or directors; that is those who spend a large amount of time directing other social service personnel. We will be sending a supervisors questionnaire to these people. Could you please send us the names and working addresses of the supervisors and directors in your agency so that we will know how many questionnaires to send.

We would appreciate having the questionnaires returned within a week. Thank you for your cooperation and interest in our study.

Yours sincerely,

G.W. Maslany, Ph.D.
Research Director
Social Services Manpower Project.

GWM/mw
Encl.

[redacted]

Letter to Managers (9)

[redacted]

UNIVERSITY OF SASKATCHEWAN, REGINA CAMPUS
REGINA CANADA
S4S 0A2
SCHOOL OF SOCIAL WORK

November 6, 1973.

Dear :

Re: The Utilization and Needs of
Manpower in the Social Work
Services in Saskatchewan Study

Enclosed are the social service employees questionnaires which you agreed to distribute to the counsellors on your staff. With each questionnaire is an explanatory letter and a stamped self-addressed return envelope for the convenience of your staff. Please return the questionnaires within one week.

We will be sending another questionnaire, similar in nature, designed specifically for managers, assistant managers, and section supervisors. Could you please send us the names of the people in your office employed in such positions and we will return to them the supervisors questionnaire.

Thank you for your cooperation and interest in our Study.

Yours sincerely,

G. W. Maslany, Ph.D.,
Research Director,
Social Services Manpower Study.

GWM/bk
Encl.

Letter Accompanying Questionnaire to Canada Manpower Employees - Unpaid Participants (07)

UNIVERSITY OF SASKATCHEWAN, REGINA CAMPUS
REGINA, CANADA
S4S 0A2
SCHOOL OF SOCIAL WORK

September 8, 1973

Dear Sir or Madam:

Re: Utilization and Needs of Manpower in the Social Work Services in Saskatchewan Study.

You have been identified by your employer as being involved in some aspect of the provision of social services. We are enclosing a questionnaire which requests information from you about a number of areas including particulars about your employment history, jobs that you are doing now, social service-related attitudes, and your ideas concerning further upgrading. The reason that we are asking these questions is that a number of private, governmental, and educational groups have expressed great interest in the answers to questions such as those contained within the questionnaire. In particular, these groups are interested in finding out what social service personnel are actually doing, and the sorts of training or experience they would like to obtain to better enable them to carry out their responsibilities. The results of this survey will provide valuable information about what social services are doing at the present time and the direction in which various sectors wish them to head.

It should be noted that this type of information should not only be of interest to the groups mentioned above but to everyone employed in and affected by the delivery of social services. Our ultimate aim is to improve this delivery of services and this survey represents a first step towards accomplishing this end. The success of this study depends upon your cooperation in completing and returning this questionnaire to us. Be assured of the confidentiality of the completed questionnaire. There is no way in which any respondent can be identified with their responses by anyone other than project staff.

We thank you for your anticipated cooperation in this matter. If you are interested in the results of this study, please check the space provided at the end of the questionnaire and we will be pleased to forward you a copy of the final report when it is completed.

Yours sincerely,

G. W. Maslany

G. W. Maslany, Ph.D.
Research Director
Social Services Manpower Project

GWM/sb
Encl.

432

[illegible]
[illegible]
[illegible]

UNIVERSITY OF SASKATCHEWAN REGINA CAMPUS

[illegible]
[illegible]
[illegible]

[illegible]

Dear Sir or Madam:

Re: [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Yours sincerely,

[illegible]
Research Assistant
[illegible]

[illegible]

[redacted]

[illegible]

[illegible]
[illegible]
[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[redacted]

[illegible]
[illegible]
[illegible]

[illegible]

[illegible]
[illegible]
[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[redacted]

[illegible]

UNIVERSITY OF SASKATCHEWAN, REGINA CAMPUS
REGINA, CANADA
S4S 0A2
SCHOOL OF SOCIAL WORK

November 8, 1973

Dear Sir or Madam:

Re: Utilization and Needs of Manpower in the Social Work Services in Saskatchewan Study

You have been identified as belonging to the Psychiatric Nurses Association and therefore we assume your involvement in some aspect of the provision of social services. We are enclosing a questionnaire which requests information from you about a number of areas including particulars about your employment history, jobs that you are doing now, social service-related attitudes, and your ideas concerning further upgrading. The reason that we are asking these questions is that a number of private, governmental, and educational groups have expressed great interest in the answers to questions such as those contained within the questionnaire. In particular, these groups are interested in finding out what social service personnel are actually doing, and the sorts of training or experience they would like to obtain to better enable them to carry out their responsibilities. The results of this survey will provide valuable information about what social services are doing at the present time and the direction in which various sectors wish them to head.

It should be noted that this type of information should not only be of interest to the groups mentioned above but to everyone employed in and affected by the delivery of social services. Our ultimate aim is to improve this delivery of services and this survey represents a first step towards accomplishing this end. The success of this study depends upon your cooperation in completing and returning this questionnaire to us. As an added incentive to you, we will be sending you a cheque for one dollar ($1.00) on its receipt. We believe that you have the right to receive financial compensation for your time and effort.

Be assured of the confidentiality of the completed questionnaire. There is no way in which any respondent can be identified with their response by anyone other than project staff.

We thank you for your anticipated cooperation in this matter. If you are interested in the results of this study, please check the space provided at the end of the questionnaire and we will be pleased to forward you a copy of the final report when it is completed.

Yours sincerely,

Geo. Maslany

G. W. Maslany, Ph.D.
Research Director
Social Services Manpower Project

GWM/mb
Encl.

[redacted]

SOCIAL SERVICE MANPOWER PROJECT

SOCIAL SERVICE EMPLOYEE QUESTIONNAIRE

PART I PERSONAL INFORMATION

1. Age: ________ 2. Sex: Male _______ Female ________

3. Marital Status: Single ________ Married ________
Separated ________ Divorced ________
Widowed ________ Other (please specify) ________

4. Number of dependents: __________

5. Present Salary (please fill in one) $ _____/year $ _____/month
$ _____/week

6. What was the population of your place of residence up to the age of fifteen?
(i) Farm ________
(ii) Less than 500 ________
(iii) 500 - 1,000 ________
(iv) 1,000 - 5,000 ________
(v) 5,000 - 10,000 ________
(vi) 10,000 - 50,000 ________
(vii) 50,000 - 100,000 ________
(viii) Over 100,000 ________
(ix) Hard to say - moved at least three times ________

7. What is the approximate population of the community in which you work?
(i) Less than 500 ________
(ii) 500 - 1,000 ________
(iii) 1,000 - 5,000 ________
(iv) 5,000 - 10,000 ________
(v) 10,000 - 50,000 ________
(vi) 50,000 - 100,000 ________
(vii) Over 100,000 ________

8. Present employer (name and address of organization): ______________________________
____

9. Name of immediate supervisor (please specify address if different from that in Question 8): ____________________

____

(Please note, the information obtained in Questions 8 and 9 will be used only in compiling a list for distribution of the Supervisors' Questionnaire. All information supplied in this questionnaire is strictly confidential and will not be connected in any way with you personally.)

10. a) Are you a member of any association related to your job (e.g., Saskatchewan Association of Social Workers, Psychiatric Nurses Association, etc.)?

Yes ________ No ________

b) If the answer to Question 10 (a) is yes, please list the association(s):

____

____

____

PART II EDUCATIONAL BACKGROUND

11. Have you successfully completed senior matriculation (i.e., Saskatchewan Grade XII or equivalent)?

Yes ________ No ________

12. a) Have you studied in a university or other post-secondary institution?

Yes ________ No ________

b) If the answer to Question 12 (a) is yes, please complete the following questions in the appropriate areas.

Non-university Post Secondary Course:

13. Name and location of institution(s) attended ____________________

____

____

14. Name of academic program(s) taken: ____________________

15. Have you successfully completed this course of studies?

Yes ______ No ______

University

16. Name and location of university(ies) attended: ____________________

17. Please list any formal degree(s) held. Begin with the highest or most recently obtained degree.

Degree	Major Field(s)	Minor Field(s)	Year Obtained

18. a) Are you working towards or planning to obtain a degree or certificate in social work related courses in the near future?

Yes ______ No ______

b) Type of certificate or degree sought:

University of Saskatchewan, School of Social Work, Regina:

(i) Undergraduate BSW program (internal studies) ______
(ii) BSW Extension study program (external studies) ______
(iii) Certificate in Social Service ______

University of Saskatchewan, Extension Division, Non-degree Programs, Saskatoon. ______

Saskatchewan Institute of Applied Arts and Science, Saskatoon Welfare Worker Certificate Program ______

Other (outside of Saskatchewan)* ______

---

*If you are interested in further information about any of the above or other social work courses in Western Canada check in the space provided at the end of the questionnaire and we will forward you a booklet entitled "Summary of Academic Programs Related to Social Service in Western Canada".

19. a) If you are not working towards or planning to obtain a degree or certificate, what areas would best describe the classes you have taken?

		No. of courses taken
(i) Psychology	______	______
(ii) Sociology	______	______
(iii) Political Science	______	______
(iv) Anthropology	______	______
(v) History	______	______
(vi) Economics	______	______
(vii) Social Work	______	______
(viii) Education	______	______
(ix) Administration	______	______
(x) Humanities	______	______
(xi) Other (please specify)	______	______
____________________	______	______
____________________	______	______

b) Of the above courses you have taken, which were most relevant to the job you are now doing? (Please check off one alternative for each item listed.)

	Most Relevant	Relevant	Least Relevant
(i) Psychology	______	______	______
(ii) Sociology	______	______	______
(iii) Political Science	______	______	______
(iv) Anthropology	______	______	______
(v) Social Studies	______	______	______
(vi) History	______	______	______
(vii) Economics	______	______	______
(viii) Social Work	______	______	______
(ix) Education	______	______	______
(x) Humanities	______	______	______
(xi) Administration	______	______	______
(xii) Other (please specify)	______	______	______
________________________	______	______	______
________________________	______	______	______

20. If you plan to take courses for academic credit, either for a degree or for other purposes, which of the following best describes your reason for doing so? (Please check off one alternative for each item listed.)

	Very True	True to Some Extent	Not True At All
(i) Field or problem that interests me.	_____	_____	_____
(ii) Better understanding of my own agency.	_____	_____	_____
(iii) Increase ability to work with clients (e.g., human relationship skills).	_____	_____	_____
(iv) Improved techniques (e.g., learning about newer types of counselling, writing case histories, etc.).	_____	_____	_____
(v) Better understanding of social service policy.	_____	_____	_____
(vi) Better understanding of social service philosophy.	_____	_____	_____
(vii) Greater opportunity for advancement within my agency (e.g., better salary).	_____	_____	_____
(viii) Greater opportunity for advancement outside my agency.*	_____	_____	_____
(ix) Other (please specify)			
______________________________	_____	_____	_____
______________________________	_____	_____	_____

---

* By asking this question, we hope to determine whether or not academic upgrading increases job mobility either within or outside the province.

23. If you do not plan to take any further courses for academic credit, either for a degree or for other purposes, which of the following best describes your point of view? (Please check where applicable.)

	Very True	True to Some Extent	Not True At All
(i) I have had all the formal education I want at this time.			
(ii) I have already obtained the academic credit I need for a salary raise, promotion, or a professional certificate (i.e., more education won't give me a better job).			
(iii) I would be intimidated by going back to school.			
(iv) I do not need further academic work to succeed in the job I am now doing.			
(v) I have family responsibilities which do not allow me time for further academic work.			
(vi) I cannot afford financially to take further academic work.			
(vii) My career goals are too uncertain at this time.			
(viii) I need additional work experience before undertaking further academic training.			
(ix) There are no institutions near the community in which I live (work) that offer appropriate academic programs.			
(x) I have not found an academic program that meets my particular interests.			
(xi) Other (please specify)			

445

22. The following list describes possible areas of social work education. Which of these areas would be most relevant to the work you are now doing? (Please check off one alternative for each item listed.)

A. Fields of Study	Most Relevant	Relevant	Least Relevant
(i) Family services			
(ii) Child welfare			
(iii) Community planning and development			
(iv) Group work			
(v) Physical rehabilitation			
(vi) Mental retardation			
(vii) Medical services			
(viii) Psychological services			
(ix) Mental health			
(x) Alcoholism and drug abuse			
(xi) Corrections			
(xii) Public assistance (i.e., administering financial aid)			
(xiii) Recipients of social services (e.g., needs and ideas of welfare recipients, [illegible] groups, etc.)			
(xiv) Research			
(xv) Administration			
(xvi) Other (please specify)			
______________________________			

B. Techniques	Most Relevant	Relevant	Least Relevant
(i) Human relationship skills			
(ii) Counselling skills			
(iii) Supervisory skills			
(iv) Clear expression of ideas - written (e.g., classes in writing case histories, reports)			
(v) Clear expression of ideas - oral (e.g., classes in public speaking)			
(vi) Other (please specify)			
______________________________			

[redacted]

336

25. - continued

b. Content

	Most Relevant	Relevant	Least Relevant
(i) Human growth and development (e.g., changes in personal psychology)	______	______	______
(ii) Knowledge of community resources (e.g., location and services provided by various non-government or private agencies)	______	______	______
(iii) Social work philosophy	______	______	______
(iv) Social work policy	______	______	______
(v) Legislation (i.e., knowledge of statutes relevant to social services such as the Landlord-Tenant Act, Saskatchewan Assistance Plan)	______	______	______
(vi) Social work education (which is most relevant until the current [illegible], etc.) is required to be relevant in the work I am doing	______	______	______
(vii) Other (please specify)	______	______	______
________________________________	______	______	______

26. If educational upgrading was a requirement for your promotion, do you feel financial responsibility for this upgrading should lie on:

(i) Yourself ______
(ii) Your employer ______
(iii) Yourself and your employer ______

27. a) If you were to take upgrading, would your employer provide any financial assistance?

(i) All or most of the cost ______
(ii) A portion of the cost ______
(iii) None of the cost ______

b) If financial responsibility for upgrading was placed on you (no matter what your reason for upgrading was) would you still take the upgrading?

Yes ________ No ________

35. [illegible]

(i) [illegible] ______
(ii) [illegible] ______
(iii) [illegible] ______
(iv) [illegible] ______
(v) [illegible] ______

[illegible] [illegible]

[illegible]

36. [illegible]

	[illegible]
(i) [illegible]	______
(ii) [illegible] __________________	______
(iii) [illegible]	______
(iv) [illegible]	______
(v) [illegible]	______
(vi) [illegible]	______
(vii) [illegible]	______
(viii) [illegible]	______
(ix) [illegible]	______
__________________	______

37. a) [illegible]

Yes ______ No ______

[illegible] [illegible]

[illegible] [illegible]

[illegible]

[illegible]

[illegible]	
[illegible]	
[illegible]	
[illegible]	
[illegible]	
[illegible]	
[illegible]	
[illegible]	
[illegible]	
[illegible]	
[illegible]	

[illegible] [illegible]

	[illegible]	[illegible]	[illegible]
[illegible]			
[illegible]			
[illegible]			
[illegible]			
[illegible]			
[illegible]			
[illegible]			
[illegible]			
[illegible]			

[illegible] [illegible]

[illegible] ______ [illegible] ______

[illegible] ______________________________

[illegible] [illegible]

[illegible] [illegible]

[illegible] [illegible]

[illegible] [illegible] [illegible] [illegible]

[illegible] [illegible]

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[illegible] [illegible]

[illegible]

[illegible] [illegible]

[illegible] [illegible]

[illegible]

[illegible] [illegible]

	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]

[illegible] [illegible]

	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]

[illegible] [illegible]

	[illegible]	[illegible]	[illegible]
[illegible]			
[illegible]			
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[illegible]			

[illegible] [illegible]

	[illegible]	[illegible]	[illegible]
[illegible]			
[illegible]			
[illegible]			

[illegible] [illegible]

	[illegible]	[illegible]	[illegible]
[illegible]			
[illegible]			
[illegible]			

[redacted] [illegible]

42. a) What would best describe the necessary qualifications for promotion in your organization? (Please check off one alternative for each item listed.)

	Most Important	Important	Least Important
(i) Length of time on staff.	______	______	______
(ii) Merit (on the job performance).	______	______	______
(iii) Previous work experience.	______	______	______
(iv) Educational background.	______	______	______
(v) Knowing the boss.	______	______	______
(vi) Personal attributes.	______	______	______
(vii) Other (please specify). ______________________	______	______	______

b) What do you feel should be the necessary qualifications for promotion in your organization?

	Most Important	Important	Least Important
(i) Length of time on staff.	______	______	______
(ii) Merit (on the job performance).	______	______	______
(iii) Previous work experience.	______	______	______
(iv) Educational background.	______	______	______
(v) Knowing the boss.	______	______	______
(vi) Personal attributes.	______	______	______
(vii) Other (please specify)	______	______	______
______________________	______	______	______

43. a) Do you feel you are working fairly independently of supervision?

Yes __________ No __________

b) How do you feel you can be most effective as a social worker?

(i) Working with close supervision. ______________________________

(ii) Working fairly independently of supervision. ______________________

44. a) In addition to your present job, do you work in any other areas (related or unrelated to your job field)?

Yes ________ No ________

b) If the answer to the above question is "yes", in which other areas do you work?

Areas	Approximate amount of time spent
(i) Social services	______ hrs/wk
(ii) Nursing	______ hrs/wk
(iii) Teaching	______ hrs/wk
(iv) Religious Field	______ hrs/wk
(v) Human services other than social work (please specify) ____________	______ hrs/wk
(vi) Agriculture	______ hrs/wk
(vii) Direct Sales	______ hrs/wk
(viii) Administration	______ hrs/wk
(ix) Other (please specify) ____________	______ hrs/wk

c) Are any of the above paid positions?

Yes ________ No ________

PART V GENERAL ATTITUDES

Please answer all of the following questions to the best of your ability.

45. Are you aware of the existence of any clients' rights groups? (E.g., Welfare rights groups, foster parents associations, tenants associations, parents of the retarded, groups to provide rights to ethnic minorities.)

Yes ________ No ________

46. a) Have you or are you currently helping any clients' rights groups in their function? (E.g., Helping clients organize such groups, acting as a public relations person for such groups.)

Yes ________ No ________

b) Would you help clients' rights groups in their function?

Yes ______ No ________ Undecided ________

In the following six questions, the ratings are as follows:

Strongly Disagree (SD)	means you disagree with almost no exceptions
Disagree (D)	means you disagree with some exceptions
Undecided (U)	means you agree or disagree in approximately the same number of cases
Agree (A)	means you agree with some exceptions
Strongly Agree (SA)	means you agree with almost no exceptions

47. Clients' rights groups should have a major part in determining the amount of assistance necessary for an adequate standard of living ("assistance" refers to all aid, financial or otherwise, provided by social service or related organizations).

☐	☐	☐	☐	☐
SD	D	U	A	SA

48. Consumers of social services (e.g., welfare recipients, ex-inmates, foster parents) would make good social workers.

☐	☐	☐	☐	☐
SD	D	U	A	SA

49. Clients' rights groups should be a strong force in social change.

☐	☐	☐	☐	☐
SD	D	U	A	SA

50. One should support the goals of clients' rights groups.

☐	☐	☐	☐	☐
SD	D	U	A	SA

51. The more education one has, the more difficult it becomes to communicate with one's clients.

SD	D	U	A	SA
☐	☐	☐	☐	☐

52. In general, able-bodied clients who are unemployed are:

(i) victims of the socio-economic system.

SD	D	U	A	SA
☐	☐	☐	☐	☐

(ii) victims of their own lack of ambition.

SD	D	U	A	SA
☐	☐	☐	☐	☐

53. In general, when deciding a course of action to be taken with your clients, what are you most strongly influenced by? (Please check off one alternative for each item listed.)

	Most Important	Important	Least Important
(i) Your client.	____	____	____
(ii) Own judgement.	____	____	____
(iii) Employer (supervisor).	____	____	____
(iv) Agency policy.	____	____	____
(v) Community expectations.	____	____	____

54. Competence in the social service field is determined by: (please rate in order of importance: 1 - most important factor; 2 - second most important factor; and so on. If you do not feel that one or more of the factors listed is significantly important, place a zero (0) beside this factor).

(i) Life experience. ________

(ii) Educational background. ________

(iii) Previous work experience. ________

(iv) One's personality (e.g., one's ability to work with people). ________

THANK YOU FOR YOUR TIME.

☐ Please send the booklet entitled "Summary of Academic Programs Related to Social Service in Western Canada".

☐ Please send me a copy of the final report of the Social Services Manpower Study.

(NOTE: Both these booklets will be sent to you free of charge.)

Reminder Letters to Employees ([illegible])

UNIVERSITY OF SASKATCHEWAN, REGINA CAMPUS

REGINA CANADA

[illegible]

SCHOOL OF SOCIAL WORK

Dear Sir or Madam:

Re: Social Services Manpower Project

If you can remember, a letter was sent to you about a week ago requesting your cooperation in the completion of a questionnaire concerning a survey of social service personnel in this province.

Our records indicate that you have not, as yet, returned your questionnaire. (Please disregard this letter if your return is already in the mail.)

The success of the Study will depend upon your cooperation in completing and returning this questionnaire to us. We realize that the $1.00 we offered for completing the questionnaire is a rather small sum and in no way adequately compensates you for either your time or effort. This amount merely represents a token of our appreciation of your assistance.

If you have misplaced your questionnaire, let us know and we will be happy to forward you another.

We cannot overemphasize how important the results of this Study are to the social services in this province and ultimately to you and your future in this field.

We thank you for your anticipated cooperation.

Sincerely,

G.W. Maslany

GWM/sk

G.W. Maslany, Ph.D.,
Research Director,
Social Services Manpower Project.

[illegible]

(c) Supervisors Questionnaires and accompanying correspondence

Letter sent to those identified as Supervisors (see

[illegible]

[illegible]

[illegible]

Dear Sir or Madam:

Re: [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Yours sincerely,

[illegible]

[illegible]

[illegible]

INTERVIEWEE QUESTIONNAIRE

CARD 1 PART I. Personal Information

1. Age: ______ Col. 6-7 2. Sex: Male ______ Female ______ Col. 8

Col. 9 3. Marital Status: Single ______ Married ______
Separated ______ Divorced ______
Widowed ______ Other (please specify) ______

Col. 10 4. Number of dependents: ______

Col. 11-14 5. Present salary: $______/month

Col. 15 6. What is the approximate population of the community in which you work?

(i) Less than 500 ______
(ii) 500 - 1,000 ______
(iii) 1,000 - 5,000 ______
(iv) 5,000 - 10,000 ______
(v) 10,000 - 50,000 ______
(vi) 50,000 - 100,000 ______
(vii) Over 100,000 ______

Col. 16-18 7. Present employer (name and address of organization): ______

Col. 19 8. (a) Are you a member of any association(s) related to your job (e.g., [illegible] [illegible] [illegible] [illegible], [illegible] [illegible] [illegible], etc.)?

Yes ______ No ______

(b) If the answer to question 8 (a) is "yes", please list the association(s).

Col. 20-22
Col. 23-25

Col. 26 9. (a) Have you ever been a recipient of social services (e.g., have you ever been on welfare, been [illegible] by a social worker, etc.)?

Yes ______ No ______

(b) At what age were you a recipient? ______

[illegible]

[illegible] [illegible] [illegible]

[illegible]	[illegible]	[illegible]	[illegible]
________	________	________	________

[illegible] [illegible] [illegible] [illegible] [illegible]

[illegible] ____________ [illegible] ____________

[illegible] [illegible] [illegible] [illegible]

[illegible] ____________ [illegible] ____________

[illegible] [illegible] [illegible] [illegible]

[illegible]

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________________________ ______

[illegible]

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[illegible] ________ [illegible] ________

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[illegible] [illegible] [illegible]

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[illegible] [illegible] [illegible]

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[illegible]

[illegible] [illegible]

			[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	____	____
[illegible]	[illegible]	[illegible] ________	____	____
[illegible]	[illegible]	[illegible]	____	____
[illegible]	[illegible]	[illegible]	____	____
[illegible]	[illegible]	[illegible]	____	____
[illegible]	[illegible]	[illegible]	____	____
[illegible]	[illegible]	[illegible] ________	____	____

[illegible]

[illegible] [illegible] [illegible]

		[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible] [illegible]

		[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible] [illegible] [illegible]

		[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
		[illegible]	[illegible]	[illegible]

[illegible]

24. (b) What do you feel should be the necessary qualifications for promotion in your organization? (Please check off one alternative for each item listed.)

		Most Important	Important	Least Important
(Col. 26)	(i) Length of time on staff	____	____	____
(Col. 27)	(ii) Merit (on the job performance)	____	____	____
(Col. 28)	(iii) Previous work experience	____	____	____
(Col. 29)	(iv) Education background	____	____	____
(Col. 30)	(v) Knowing the boss	____	____	____
(Col. 31)	(vi) Human relations skills	____	____	____
(Col. 32)	(vii) Other (please specify)	____	____	____
	________________	____	____	____

25. How do you rate the relevance of the following academic qualifications for social service positions under your charge?

		Most Useful	Useful	Least Useful
(Col. 33)	(i) Graduate work in social work related fields (e.g., Master of Social Work degree)	____	____	____
(Col. 34)	(ii) Bachelor of Social Work	____	____	____
(Col. 35)	(iii) Bachelor of Arts (social sciences)	____	____	____
(Col. 36)	(iv) Bachelor of Arts (general)	____	____	____
(Col. 37)	(v) Welfare worker technologist certificate	____	____	____
(Col. 38)	(vi) Grade XII (with social service related experience)	____	____	____
(Col. 39)	(vii) Grade XII	____	____	____
(Col. 40)	(viii) No minimum education qualifications	____	____	____
(Col. 41)	(ix) Other (please specify)	____	____	____
	________________	____	____	____

26. How many of the social service staff you supervise (at present) or expect to supervise come under the following categories? (Please answer where appropriate)

Columns				Present		
				# of staff	# of vacancies	Projected # of staff for 1975
(42-43)	(60-61)	(i)	Graduate work in social work related fields (e.g., Master of Social Work)			
(44-45)	(62-63)	(ii)	Bachelor of Social Work	____	____	____
(46-47)	(64-65)	(iii)	Bachelor of Arts (social science)	____	____	____
(48-49)	(66-67)	(iv)	Bachelor of Arts (general)	____	____	____
(50-51)	(68-69)	(v)	Welfare worker technologist	____	____	____
(52-53)	(70-71)	(vi)	Grade XII (with experience)	____	____	____
(54-55)	(72-73)	(vii)	Grade XII	____	____	____
(56-57)	(74-75)	(viii)	No minimum educational qualifications	____	____	____
(58-59)	(76-77)	(ix)	Other (please specify)	____	____	____
			____________	____	____	____
			Total number of social service staff	====	====	====

(Note: This total should equal the sum of each of the above categories)

CARD 3

27. How do you feel your staff can work most effectively? (Check one.)

(Col. 6)
(i) Working with close supervision ____
(ii) Working fairly independently of supervision ____

(Col. 7) 28. Do you encourage educational upgrading for your staff?

Yes ____ No ____

29. (a) If educational upgrading was a requirement for promotion, do you feel that financial responsibility for this upgrading should rest with: (check one)

(Col. 8)
(i) the employee ____
(ii) the employer ____
(iii) both the employee and employer ____

29. (b) If any of your staff were to take upgrading, would your agency provide financial assistance? (check one)

(Col. 9)

(i) All or most of the cost ____
(ii) A portion of the cost ____
(iii) None of the cost ____

30. (a) If any of your staff were to take upgrading which would you prefer? (check more than one if necessary)

(Col. 10) (i) Evening classes ____
(Col. 11) (ii) Day classes ____
(Col. 12) (iii) Leave of absence from work for full-time course attendance ____
(Col. 13) (iv) Classes by special arrangement for individual instruction ____
(Col. 14) (v) Correspondence course (i.e., written materials, tapes, phone programmed instruction.) ____

30. (b) If you were to take upgrading what would you prefer?

(Col. 15) (i) Evening classes ____
(Col. 16) (ii) Day classes ____
(Col. 17) (iii) Leave of absence from work for full-time course attendance ____
(Col. 18) (iv) Classes by special arrangement for individual instruction ____
(Col. 19) (v) Correspondence course (i.e., written materials, tapes, phone programmed instruction.) ____

31. Which of the following classes do you feel are most relevant to the jobs in the social servicesunder your charge. (Please check off one alternative for each item listed.)

		Most Important	Important	Least Important
(Col. 20)	(i) Psychology	____	____	____
(Col. 21)	(ii) Sociology	____	____	____
(Col. 22)	(iii) Political Science	____	____	____
(Col. 23)	(iv) Anthropology	____	____	____
(Col. 24)	(v) Social studies	____	____	____
(Col. 25)	(vi) History	____	____	____
(Col. 26)	(vii) Economics	____	____	____
(Col. 27)	(viii) Social work	____	____	____
(Col. 28)	(ix) Education	____	____	____
(Col. 29)	(x) Humanities	____	____	____
(Col. 30)	(xi) Administration	____	____	____
(Col. 31)	(xii) Other (please specify)	____	____	____
	____________	____	____	____

469

32. The following list describes possible areas of social work education. How relevant would training in each of these areas be to your staff to better enable them to perform their present jobs. (Please check off one alternative for each item listed.)

		Most Relevant	Relevant	Least Relevant
(Col. 32)	(i) Family services	____	____	____
(Col. 33)	(ii) Child welfare	____	____	____
(Col. 34)	(iii) Community planning and development	____	____	____
(Col. 35)	(iv) Group work	____	____	____
(Col. 36)	(v) Physical rehabilitation	____	____	____
(Col. 37)	(vi) Mental retardation	____	____	____
(Col. 38)	(vii) Medical services	____	____	____
(Col. 39)	(viii) Psychological services	____	____	____
(Col. 40)	(ix) Mental health	____	____	____
(Col. 41)	(x) Alcoholism and drug abuse	____	____	____
(Col. 42)	(xi) Corrections	____	____	____
(Col. 43)	(xii) Public assistance (i.e., administering financial aid)	____	____	____
(Col. 44)	(xiii) Recipients of social services (e.g., needs and ideas of welfare recipients, inmate groups, etc.)	____	____	____
(Col. 45)	(xiv) Research	____	____	____
(Col. 46)	(xv) Administration	____	____	____
(Col. 47)	(xvi) Other (please specify)	____	____	____
	____________________	____	____	____

33. Which do you feel should be the main reasons for entering the social service field? (Please check one alternative for each item listed.)

		Most Important	Important	Least Important
(Col. 48)	(i) Life experience	____	____	____
(Col. 49)	(ii) Volunteer work	____	____	____
(Col. 50)	(iii) Desire to help people	____	____	____
(Col. 51)	(iv) Better ability to facilitate social change	____	____	____
(Col. 52)	(v) Salary	____	____	____
(Col. 53)	(vi) Status	____	____	____
(Col. 54)	(vii) Problem or area of special interest	____	____	____
(Col. 55)	(viii) No other employment available	____	____	____
(Col. 56)	(ix) Other (please specify)	____	____	____
	____________________	____	____	____

34. How important is it for a social worker to accomplish each of the following: (Please check off one alternative for each item listed.)

		Most Important	Important	Least Important
(Col. 57)	(i) Provide and/or maintain minimum standards of physical well-being	____	____	____
(Col. 58)	(ii) Helping people to become self sufficient	____	____	____
(Col. 59)	(iii) Helping people to avoid dependence on social services	____	____	____
(Col. 60)	(iv) Improve the organization or delivery of social services	____	____	____
(Col. 61)	(v) Increase opportunities for social and/or political participation of disadvantaged groups	____	____	____
(Col. 62)	(vi) Changes in welfare philosophy, attitudes or policies of society as a whole	____	____	____
(Col. 63)	(vii) Other (please specify)			
	____________________	____	____	____

35. What means should a social worker use to enable him to accomplish the goal(s)of his job? (Please check off one alternative for each item listed.)

		Most Important	Important	Least Important
(Col. 64)	(i) Counselling and therapy	____	____	____
(Col. 65)	(ii) Rehabilitation (encompasses more aspects of a client's life than either counselling or therapy)	____	____	____
(Col. 66)	(iii) Family planning	____	____	____
(Col. 67)	(iv) Child placement and/or care	____	____	____
(Col. 68)	(v) Financial assistance	____	____	____
(Col. 69)	(vi) Provide adequate housing	____	____	____
(Col. 70)	(vii) Job placement	____	____	____
(Col. 71)	(viii) Working with volunteer groups	____	____	____

35. - cont'd

(Col. 72) (ix) Organization and/or working with client self-help groups ______ ______ ______
(Col. 73) (x) Presenting briefs, papers or lectures ______ ______ ______
(Col. 74) (xi) Research ______ ______ ______
(Col. 75) (xii) Other (please specify) ______ ______ ______
______________________ ______ ______ ______

CARD 4

36. Are you aware of the existence of any social service clients' rights groups? (E.g., welfare rights groups, foster parents associations, tenants associations, parents of the retarded, groups to provide rights to ethnic minorities.)

(Col. 6) Yes ______________ No ______________

37. (a) Are you aware of any of your staff who have assisted or are currently helping any social service clients' rights groups? (E.g., helping clients organize such groups, acting as a public relations person for such groups.)

(Col. 7) Yes ______________ No ______________

(b) Do you believe that your staff should be encouraged to support and assist social service clients rights groups?

(Col. 8) Yes __________ No __________ Undecided __________

In the following six questions, the ratings are as follows:

Strongly disagree (SD)	means you disagree with almost no exceptions
Disagree (D)	means you disagree with some exceptions
Undecided (U)	means you agree or disagree in approximately the same number of cases
Agree (A)	means you agree with some exceptions
Strongly agree (SA)	means you agree with almost no exceptions

(Col. 9) 38. Clients' rights groups should have a major part in determining the amount of assistance necessary for an adequate standard of living ("assistance refers to all aid, financial or otherwise, provided by social service or related organizations.)

☐	☐	☐	☐	☐
SD	D	U	A	SA

(Col. 10) 39. Consumers of social services (e.g., welfare recipients, ex-inmates, foster parents) would make good social workers.

☐ SD ☐ D ☐ U ☐ A ☐ SA

(Col. 11) 40. Clients' rights groups should be a strong force in social change.

☐ SD ☐ D ☐ U ☐ A ☐ SA

(Col. 12) 41. One should support the goals of clients' rights groups.

☐ SD ☐ D ☐ U ☐ A ☐ SA

(Col. 13) 42. The more education one has, the more difficult it becomes to communicate with one's clients.

☐ SD ☐ D ☐ U ☐ A ☐ SA

(Col. 14) 43. In general, able-bodied clients who are unemployed are:

(i) victims of the socio-economic system.

☐ SD ☐ D ☐ U ☐ A ☐ SA

(Col. 15) (ii) victims of their own lack of ambition.

☐ SD ☐ D ☐ U ☐ A ☐ SA

[redacted]

[illegible] In general, when deciding a course of action to be taken with clients, what do you expect your staff to be most strongly influenced by? (Please check off one alternative for each item listed.)

		Most Important	Important	Least Important
[illegible]	(i) The client	______	______	______
[illegible]	(ii) The employee's own judgement	______	______	______
[illegible]	(iii) Your advice as his supervisor	______	______	______
[illegible]	(iv) Agency policy	______	______	______
[illegible]	(v) Community expectations	______	______	______

[illegible] Competence in the social service field is determined by: (Please rank in order of importance: 1 = most important factor; 2 = second most important factor; and so on. If you do not feel that one or more of the factors listed is significantly important, place a zero (0) beside this factor.)

[illegible] (i) Life experience ______
[illegible] (ii) Educational background ______
[illegible] (iii) Previous work experience ______
[illegible] (iv) One's personality (e.g., one's ability to work with people) ______

THANK YOU FOR YOUR TIME

[illegible] ☐ Please send the booklet entitled "Summary of Academic Programs Related to Social Services in Ontario Canada".

[illegible] ☐ Please send me a copy of the final report of the Social Services Manpower Study.

(Note: both these booklets will be sent to you free of charge.)

[illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

[illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

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[illegible] [illegible]

[illegible] [illegible]

[illegible] [illegible]

[illegible]

[illegible]

[illegible] ______________________
[illegible] ______________________
[illegible] ______________________

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		[illegible]	[illegible]	[illegible]

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[illegible]

[illegible]

[redacted] [illegible]

[illegible]

SOCIAL SERVICES MANPOWER PROJECT

SOCIAL SERVICE CONSUMER QUESTIONNAIRE

1. Age: ________ 2. Sex: Male ________ Female ________

3. Marital Status: Single ________ Married ________
Separated ________ Divorced ________
Widowed ________ Other (please specify) ________

4. Number of children living at home: ________

5. What was the approximate population of your place of residence up the age of fifteen?

(i) Farm ________
(ii) Less than 500 ________
(iii) 500 - 1,000 ________
(iv) 1,000 - 5,000 ________
(v) 5,000 - 10,000 ________
(vi) 10,000 - 50,000 ________
(vii) 50,000 - 100,000 ________
(viii) Over 100,000 ________
(ix) Hard to say - moved at least three times ________

6. What is the approximate population of the community in which you presently live?

(i) Farm ________
(ii) Less than 500 ________
(iii) 500 - 1,000 ________
(iv) 1,000 - 5,000 ________
(v) 5,000 - 10,000 ________
(vi) 10,000 - 50,000 ________
(vii) 50,000 - 100,000 ________
(viii) Over 100,000 ________

7. a) What level of education have you completed? ________

____

b) Have you: (check one)

(i) partial university or other post-secondary education? ________
(ii) completed university of other post-secondary education? ________

8. a) In which of the following ways have you been a "consumer" or client of social services? (Check where appropriate.)

(i) Recipient of financial assistance. ______
(ii) Foster parent. ______
(iii) Inmate in a correctional centre or penitentiary. ______
(iv) Child care or apprehension in your family. ______
(v) Juvenile offender in your family. ______
(vi) One-parent family. ______
(vii) Other (please specify) ______

____________________________ ______

b) In which of the following ways are your presently a "consumer" or client of social services? (Check where appropriate.)

(i) Foster parent. ______
(ii) Inmate in a correctional centre or penitentiary. ______
(iii) Child care or apprehension in your family. ______
(iv) Juvenile offender in your family. ______
(v) One-parent family. ______
(vi) Other (please specify) ______

____________________________ ______

9. What should be the main reason(s) for people entering the field of social service work?

(i) Life experience. ______
(ii) Volunteer work. ______
(iii) Desire to help people. ______
(iv) Salary. ______
(v) Status. ______
(vi) To better be able to bring about social change. ______
(vii) A problem or area of special interest. ______
(viii) No other employment available. ______
(ix) Other (please specify) ______

______________________________________ ______

10. Which of the following should a social worker attempt to accomplish in his job? (Please check either Most Important, Important, or Least Important for each item listed.)

	Most Important	Important	Least Important
(i) Provide and/or maintain minimum standards of physical well being.	____	____	____
(ii) Help people to become self-sufficient.	____	____	____
(iii) Help people to avoid dependence on social services.	____	____	____
(iv) Improve the organization or delivery of social services.	____	____	____
(v) Increase opportunities for social and/or political participation of disadvantaged groups.	____	____	____
(vi) Bring about changes in welfare philosophy, attitudes or policies of society as a whole.	____	____	____
(vii) Other (please specify)			
____________________	____	____	____
____________________	____	____	____

11. Which of the following should social service workers use to accomplish their work? (Please check either Most Important, Important, or Least Important for each item listed.)

	Most Important	Important	Least Important
(i) Counselling and therapy.	____	____	____
(ii) Rehabilitation (includes more aspects of a client's life than either counselling or therapy).	____	____	____
(iii) Family planning.	____	____	____

11. - continued.

	Most Important	Important	Least Important
(iv) Child placement and/or care.	______	______	______
(v) Provide financial assistance.	______	______	______
(vi) Provide adequate housing.	______	______	______
(vii) Job placement.	______	______	______
(viii) Work with volunteer groups.	______	______	______
(ix) Organize and/or work with client self-help groups.	______	______	______
(x) Presenting briefs, papers or lectures.	______	______	______
(xi) Research.	______	______	______
(xii) Other (please specify)			
________________________	______	______	______
________________________	______	______	______

12. a) Have the social workers you have had contact with worked fairly independently of supervision?

Yes ________ No ________

b) In general, which social workers do you feel would be more effective?

(i) Those who have close supervision. ______

(ii) Those who work fairly independently of supervision. ______

13. a) Do the social workers you have had contact with spend enough time in trying to help you?

Yes ________ No ________

b) Did these social workers seem to be overworked?

Yes ________ No ________

[redacted]

458

14. Which type of academic social work training do you feel would produce [illegible] workers best able to do an effective job? (Check one.)

(i) University social work training. ____
(ii) Any university training. ____
(iii) Technical or community college program. ____
(iv) Specific classes in areas of relevance to the person's job. ____
(v) Other (please specify). ____

______________________________ ____

15. Which of the following areas, which can be included in social work education, can be made relevant to the work a social worker must do? (Check either Most Useful, Useful or Least Useful for each item listed.)

A. Fields of Study	Most Useful	Useful	Least Useful
(i) Family services	____	____	____
(ii) Child welfare	____	____	____
(iii) Community planning	____	____	____
(iv) Group work	____	____	____
(v) Physical rehabilitation	____	____	____
(vi) Mental retardation	____	____	____
(vii) Psychological services	____	____	____
(viii) Medical services	____	____	____
(ix) Mental health	____	____	____
(x) Alcoholism and drug abuse	____	____	____
(xi) Corrections	____	____	____
(xii) Public assistance (i.e., administering financial aid)	____	____	____
(xiii) Recipients of social services (e.g., needs and ideas of welfare recipients, inmate groups, etc.)	____	____	____
(xiv) Research	____	____	____
(xv) Administration	____	____	____
(xvi) Other (please specify)	____	____	____
______________________________	____	____	____

15. - continued

B. Techniques	Most Useful	Useful	Least Useful
(i) Human relationship skills	______	______	______
(ii) Counselling skills	______	______	______
(iii) Supervisory skills	______	______	______
(iv) Clear expression of ideas - written (e.g., classes in writing case histories, reports, etc.)	______	______	______
(v) Clear expression of ideas - oral (e.g., classes in public speaking)	______	______	______
(vi) Other (please specify)	______	______	______
______________________	______	______	______

C. General	Most Useful	Useful	Least Useful
(i) Human growth and development (e.g., classes in general psychology)	______	______	______
(ii) Knowledge of community resources (e.g., location and services provided by various social services or related agencies.)	______	______	______
(iii) Social work philosophy	______	______	______
(iv) Social work policy	______	______	______
(v) Legislation (i.e., knowledge of statutes relevant to social services such as the Landlord-Tenant Act, Saskatchewan Assistance Plan)	______	______	______
(vi) Social work education cannot be made relevant until the system (legislation, etc.) is changed to be relevant to the work social workers are doing.	______	______	______
(vii) Other (please specify)	______	______	______
______________________	______	______	______

(Pg. [illegible])

16. Do you believe that social workers would be better able to help you if they took further social work education?

Yes ________ No ________

17. What reasons should a social worker have for taking further courses for academic credit? (Please check off either Most Important, Important or Least Important for each item listed.)

	Most Important	Important	Least Important
(i) Field or practice area of personal interest.	____	____	____
(ii) Better understanding of agency.	____	____	____
(iii) Increased ability to work with clients.	____	____	____
(iv) To gain improved techniques (e.g., improved counselling skills, writing case histories, etc.)	____	____	____
(v) Better understanding of social service policy.	____	____	____
(vi) Get an understanding of social welfare philosophy.	____	____	____
(vii) Greater opportunity for advancement within the agency.	____	____	____
(viii) Greater opportunity for advancement outside the agency (to get out of bureaucracy?).	____	____	____
(ix) Other (please specify) ________________	____	____	____

18. What do you feel is the reason for hiring people to a social service position? (Please check either Most Important, Important, or Least Important for each item listed.)

	Most Important	Important	Least Important
(i) Related experience	____	____	____
(ii) Educational background	____	____	____
(iii) Other (please specify)			
________________	____	____	____
________________	____	____	____

[illegible] [illegible]

[illegible] [illegible] (Please rank either Most Important, Important or Least Important for each item listed.)

	Most Important	Important	Least Important
(i) Written experience	______	______	______
(ii) Educational background	______	______	______
(iii) Other (please specify)			
____________________	______	______	______
____________________	______	______	______

[illegible] [illegible] (Please rank either Most Important, Important or Least Important for each item listed.)

	Most Important	Important	Least Important
(i) Length of time on staff	______	______	______
(ii) Merit (on the job performance)	______	______	______
(iii) Previous work experience	______	______	______
(iv) Knowing the boss	______	______	______
(v) Educational background	______	______	______
(vi) Seniority	______	______	______
(vii) Other (please specify)	______	______	______
____________________	______	______	______

[illegible] [illegible] (Please rank either Most Important, Important or Least Important for each item listed.)

	Most Important	Important	Least Important
(i) Life experience	______	______	______
(ii) Educational background	______	______	______
(iii) Previous work experience	______	______	______
(iv) [illegible]	______	______	______

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] ☐

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[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

[illegible] [illegible]

	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible] [illegible]

[illegible] [illegible]

[illegible]

A lack of knowledge of legislation pertaining to the social services was frequently identified as one of the major shortcomings of social service personnel. Consequently, we carried out a review of existing provincial legislation provided by the Queen's Printer for our own library. This information has been made available to faculty and students in the Social Work program.

The following is an indication of the general areas covered.

I. Social Service Related Acts

a) The Relief Act
b) The Saskatchewan Assistance Act, 1966
c) Rehabilitation Act
d) The Pension Benefits Act, 1967
e) The Deserted Wives and Childrens Maintenance Act
f) The Family Services Act
g) The School Attendance Act
h) The Infants Act
i) The Landlord and Tenant Act
j) The Legitimacy Act
k) The Children of Unmarried Parents Act, 1973
l) The Corrections Act, 1967
m) The Age of Majority Act, 1972

n) The Marriage Act
o) The Marriage Settlement Act
p) The Married Woman's Property Act
q) The Matrimonial Causes Act, 1857

r) The Proceedings Against the Crown Act
s) The Crown Suits (Causes) Act

t) The Registered Social Workers Act, 1967
u) The Psychiatric Nurses Act
v) The Registered Psychologists' Act

II. Legislation Regarding Civil Rights

a) Saskatchewan Bill of Rights Act
b) The Saskatchewan Commission Act, 1972
c) The Limitation of Civil Rights Act
d) The Fair Accommodation Practices Act
e) The Fair Employment Practices Act

III. Acts of the Legislature to Incorporate Provincial Government Departments

a) The Department of Government Services Act, 1972
b) The Department of Northern Saskatchewan Act, 1972
c) The Planning and Development Act, 1973
d) The Secondary Education Act
e) The Human Resources Development Act, 1972
f) The Law Reform Commission Act, 1972
g) The Community Colleges Act, 1973
h) The Department of Cooperation and Cooperative Development Act
i) The Department of Consumer Affairs Act, 1972
j) The Department of Continuing Education Act, 1972
k) The Department of Public Health Act
l) The Alcoholism Commission of Saskatchewan Act, 1968
m) The Health Services Act

IV. Legislation Regarding the Mentally Unfit

a) The Administration of Estates of Mentally Disordered Persons Act
b) The Lunacy Act
c) The Mental Health Act

V. Acts Pertaining to the Physically Disabled

a) The White Cane Act
b) The Workmens Compensation Act
c) The Workmens Compensation (Accident Fund) Act
d) The Blind Persons Allowance Act
e) The Blind Workmen Compensation Act
f) The Education of Blind and Deaf Children Act
g) The Education of Blind and Deaf Persons Act
h) The Disabled Persons Allowance Act
i) The Occupational Health Act

VI. Credit and Loans Acts

a) The Small Claims Enforcement Act
b) The Absconding Debtors Act
c) The Motor Dealers Act
d) The Loan Companies Act
e) The Loans (Special Powers) Act
f) The Bulk Sales Act
g) The Collection Agents Act
h) The Distress Act
i) The Absentee Act, 1969
j) The Cost of Credit Disclosure Act, 1967
k) The Credit Reporting Agencies Act, 1972
l) The Creditors Relief Act
m) The Deferred Charges Act
n) The Bill of Sale Act
o) The Mortgage Brokers Act, 1967

[redacted]

VII. Acts Regarding Housing

a) The Housing and Special Care Homes Act
b) The House Building Assistance Act, 1972
c) The Senior Citizens Home Repair Assistance Act, 1973
d) The Reconstruction and Rehabilitation Fund Act
e) The Family Farm Protection Act, 1971
f) The Saskatchewan Loans Act
g) The Local Improvement Districts Relief Act
h) The Expropriation (Rehabilitation Project) Act
i) The Municipalities Relief and Agricultural Aid Act

VIII. Miscellaneous

a) The British North America Act, 1867
b) The Ombudsman Act, 1972
c) The Exemptions Act
d) The Expropriations Act
e) The Wills Act
f) The Expropriation Procedure Act, 1968
g) The Societies Act
h) The Wages Recovery Act
i) The Seduction Act
j) The Crown Administration of Estates Act
k) The Education of Soldiers' Dependent Children Act
l) The Employment Agencies Act
m) The Hotel Keepers Act
n) The Automobile Accident Insurance Act

APPENDIX H

LIST OF STAFF FOR THE SOCIAL SERVICES MANPOWER PROJECT

LIST OF SOCIAL SERVICES MANPOWER PROJECT STAFF

Dr. G.W. Maslany
Research Director

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Research Assistants

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Mr. Harold Hupp
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Ms. Angela Nunweiler
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SUMMARY OF THE FINDINGS
OF THE
SOCIAL SERVICES MANPOWER PROJECT

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George W. Maclany

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PREFACE

In 1971 in some notes I prepared on a proposed programme of social work studies at the Regina Campus, it was recommended that there should be early consideration of a five-year study which should include as one of its major intentions the staking out of essential questions related to social service manpower problems common to the province of Saskatchewan and other similar regions in Canada. This study was to have the dual focus of developing a research design for future relational studies and gathering preliminary data on social service personnel who are potential social work students – B.A.'s, non-degree social services and health personnel, and others.

In view of the fact that the School of Social Work at that time did not have a faculty or any research funds, the recommendation carried with it several tongue-in-cheek features which have now been set aside. With the encouragement of colleagues and the full co-operation of the provincial Department of Continuing Education and Federal Department of Manpower and Immigration a grant of $20,000 was secured, allowing the initial portion of the study to begin in the Autumn of 1972.

Dr. George Maslany and his research staff, in a very brief period, have gathered useful planning data, staked out some "essential questions" and set in motion a way to further studies of this sort. His work has gone far beyond the 1971 terms of reference and has [illegible] us a certain posture which states in a definitive way that the human services community should be listened to, challenged, and listened to [illegible].

Harvey Stalwick, Director
School of Social Work
May 14, 1973

RESPONSIBILITY FOR SUMMARY

The production of this final summary is the sole responsibility of the Research Director, Dr. [illegible]. All of the interpretations which were derived from the data are those of the Director.

The content of this summary does not reflect any of the attitudes, opinions, or policies of any of the organizations or persons associated with this Study, such as its Funders (Department of Continuing Education and the Department of Manpower and Immigration), the Advisory Committees or the University of Saskatchewan, Regina Campus.

Liability for any misrepresentation which may have occurred rests with the Research Director.

The Research Director shall have sole right to act as senior author in the preparation and submission of any articles to professional journals. It will be his prerogative to choose any junior authors he may wish.

We have planned a widespread distribution of the summary of the Report to those who have been involved in any way with the Study. We feel that a broad distribution of the summary will be justified even if it is of interest to only a few.

PERSONAL ACKNOWLEDGEMENTS

We would like to take this opportunity to thank all of the persons who assisted in getting this project off the ground by advising us as to possible sources of funding. These persons also provided us with invaluable advice, direction and support when the funding was secured.

We also wish to express our gratitude for the consultative assistance provided by the members of the Senior and General Advisory Committees. These persons did much to aid the progress of the Study by facilitating access to and contact with persons and organizations which would serve as the focus of the Study. Without their paving of the way for us, the Study would have undoubtedly become critically bogged down at a number of stages.

Sincere thanks also go out to all of the persons who provided data to the Study. Without them this Study would not have been possible. The response and cooperation we received from them was far better than we had expected.

We would also like to thank our critics, many of whom did not provide us with the information we had hoped for but who took the time to let us know why not. As a result, we will be better able to accommodate them the next time, if we have the good fortune of there being a next time.

I also wish to give special commendation to my research staff. Although I may have been responsible for organizing and

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regarding themselves as well as what type of education and experience they regarded as being most desirable for the employees under their charge. This Study went one step further than most other similar studies since the same questions that were asked of social service personnel were also asked of persons within consumer organizations (e.g., welfare rights and self-help groups).

No less than 33% of the persons contacted in any of the sample groups completed and returned the questionnaire. The highest rate of return (47%) came from the employee group. The findings revealed that the three groups (supervisors, employees, and consumers of social services) were not necessarily consistent with one another with regard to what they considered to be most relevant and important for effective social work. Only rarely, however, were the differences major ones.

The most consistent information obtained from all three groups was that social work-related university education was considered to be the most desirable type of formal education. However, all of the groups placed the most importance on personal qualities (maturity, empathy, etc.) for effectiveness in the social service field. Next to personal qualities, supervisors and employees placed nearly equal importance on related experience and educational background, whereas consumers rated the importance of educational background significantly lower than they did related experience. This finding is further illustrated by the fact that twice the

x

proportion of supervisors as consumers felt that educational upgrading for employees would be of value in their work.

The data indicated that the largest single group of social service staff possessed university Bachelor degrees or university social work-related degrees. The employees' intentions regarding upgrading and the trends regarding future social service positions imply that this will continue to be the case, with social work-related training becoming more prevalent.

Now that the survey instrument has been developed, we hope to be able to carry out an ongoing monitoring of the questions with which it is concerned and possibly additional ones on at least a biennial basis. Consideration has also been given to the geographic expansion of this project to cover western Canada. The Study was never intended to be simply a "one-shot" effort.

To our knowledge, there are no other studies such as this one in progress at the present time. None of the other studies reviewed have 1) dealt with supervisors, employees, and consumers; 2) adopted as broad a definition of social services; or 3) were designed with the possibility of longitudinal extension and geographic expansion. Other studies have been similar to this one in one of these regards but not in all.

TABLE OF CONTENTS

Page

PURPOSE OF THE STUDY 1

REVIEW OF THE LITERATURE 3

PROJECTIONS OF SOCIAL SERVICE MANPOWER NEEDS 6

GOALS OF SOCIAL WORK 8

PROCEDURE 10

Stage I Definition and Identification of Social Service Organizations and Personnel 10

Stage II Interviews 12

Stage III Obtaining Lists of Names of Possible Participants in the Survey 13

Stage IV Distribution and Rates of Return of Questionnaires 15

RESULTS 16

General Information 17

Salaries and Social Service Organizations 20

Consumer Organizations 22

Criteria for Hiring and Promotions 24

Qualities of Importance for Effective Social Work . . . 28

Means and Goals of Social Services 32

Educational Background 38

Educational Upgrading 41

Financial Responsibility for Further Upgrading 46

Supervision 48

Consumer Group-Related Data 49

CONCLUSION 56

LIST OF TABLES

Table No. Page

1 Comparison of Present Project with Similar Research 5

2 Present Employer 21

3 Consumer Group Membership 23

4 Does Employment Involve Dealing with Problems in Any of the Designated Areas? 33

5 Comparison of Sample on Highest Educational Qualifications 42

6 Type of Social Work Program Sought 45

7 Who Should Take Financial Responsibility for Further Upgrading? 47

8 Are Social Workers Willing to Help Clients' Rights Groups? 51

9 Are Social Work Staff Aiding Any Clients' Rights Groups? 52

10 Type of Social Service Recipient 55

11 Overview of Completed Study 62

LIST OF FIGURES

Figure No.		Page
1	Importance of Motives for Entering the Social Service Field	27
2	Relevance of Various Fields of Study in Social Work Education to Social Service Positions . .	29
3	Relevance of Various Academic Qualifications to Social Service Positions Cited by Supervisors .	31
4	Importance of Various Goals of Social Services . .	35
5	Importance of Various Methods of Achieving Social Service Goals	36
6	Importance of Factors Influencing Social Service Employees when Deciding upon a Course of Action to Take with Clients	37
7	Relevance of Certain Academic Subjects to Present Social Service Positions	40
8	Importance of Motives for Academic Upgrading . . .	43
9	Attitudes towards Consumers of Social Services . .	53

PURPOSE OF THE STUDY

On August 26, 1971 a general meeting of interested persons was held to discuss the possibility of and problems associated with establishing a Social Service Manpower Research Project. The meeting attracted persons concerned with the education for or the delivery of social services. Dr. Harvey Stalwick, the newly appointed Director of the School of Social Work with the University of Saskatchewan, Regina Campus, outlined that the purpose of this study would be to provide information for the planning of a BSW degree program.

The Ad Hoc Committee for the School of Social Work had earlier agreed that they wanted to encourage the development of a School which was unique to the needs of Saskatchewan.[1] The strategy of transplanting a curriculum from some other established School was unacceptable. Moreover, it was felt that the most important point was that all those interested in social work education in the province should be given the opportunity to provide input into the planning of the new program. This meeting and a Manpower Project would be the first steps in making these plans become a reality.

Such a study would assist with policies for developing a curriculum and the setting up of an administrative structure for the School. It would also provide for a continuous review of the impact of the School's programs on social services in the province.

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[1] Report of the Ad Hoc Committee on a School of Social Work for the Regina Campus, September 1970.

At the same time, it was decided that a specific study should be undertaken:

1) to determine the demand for the programs offered by the School by persons who are currently (or have been) employed in the social services and by persons who are undergraduate students at the time of their application for admission to a BSW program;

2) to design ongoing studies to evaluate the impact of the School and to make projections for the demand (in the social service field) for variously educated personnel.

There were also other reasons for conducting the Social Services Manpower Project. In 1972, the Canadian Association of Schools of Social Work (CASSW) published a description of the criteria by which Schools of Social Work across Canada would be accredited. The Manpower Project would attempt to satisfy some of these criteria, which were that the School include in its plans some provision for ongoing and effective self-study and be responsive to changing conditions and knowledge. The Manpower Project would also help the School establish and maintain working relationships with the social work profession and community.

REVIEW OF THE LITERATURE

The need for manpower studies of the social services has been extensively and well documented. The following studies are regarded as providing the primary theoretical rationale for the present project.

Our review was to determine what comparable research was currently being done or had recently been completed in this field. The following Table (Table 1) provides a brief description of the comparable studies reviewed. As well, it provides the opportunity for comparison among any of the others and between any of them and the present study. Although the other studies provided a basis for the present one, these other studies were characterized by differences in approach, populations studied and in the specific questions with which they were dealing. Moreover, ours was the only study which actually contacted consumers of social services. Of the other studies cited in this Table, none were actually implemented in Saskatchewan. We recommend that anyone wishing more detailed information about this related literature obtain copies of these studies, the references of which are as follows:

1) Blair, W.R.N. *Mental Health in Alberta, Volume II. Summary.* Edmonton, Government of Alberta, 1973.

2) Blair, W.R.N. *A Study of Mental Health in Alberta. A Report of the Alberta Mental Health Study, 1968, Volume I.* Human Resources Research and Development Executive Council, Government of Alberta, 1969.

3. Crane, J. "Employment of Social Service Graduates in Canada, 1969." An Interim Report for the Canadian Association of Schools of Social Work, University of British Columbia, 1971.

4. Crane, J. Employment of Graduates of Baccalaureate and Graduate Training Programs in Canada, 1968-1969. "Progress Report" Mimeo, School of Social Work, University of British Columbia, 1971.

5. Hunt, J.M. "A Proposed Experiment on the Differential Use of Manpower in the Social Services". Report commissioned by and submitted to the Saskatchewan Department of Social Services (1970).

6. Marcus, D. "Social Work Manpower Needs in Manitoba and Saskatchewan, Report of a Survey". The Manitoba School of Social Work, Winnipeg, January - May, 1971.

7. [illegible], J. and [illegible] Mayer. "Manpower Needs in Social Services: Results of a Survey of Organizations Employing Social Work Personnel in Southern Ontario." Paper presented at the Canadian Federation of Social Services Students Conference, Sudbury, January, 1971.

8. Robertson, J.E., D.E. Campbell and F.E. Willis. "Summary Report - Evaluation of Follow-up of Diploma Social Services Programs in Colleges and Community Institutes in the Province of Ontario". Social Services Education Special Research Project, Ontario Colleges Commission, 1972.

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PROCEDURE

Stage I: Definition and Identification of Social Service Organizations and Personnel

The first step was that of applying a very broad definition of social services to organized groups obtained from a wide range of directories listing social service groups and organizations located in Saskatchewan. When selecting those which we considered should be included in our survey, we experienced great difficulty at times in objectively "drawing the line" as to which could be categorized under the term "social services" and which would more appropriately be regarded as belonging to an allied field. Some fairly arbitrary decisions had to be made as to which should be included and which should not. For example, all those organizations with the term "social services", "welfare" (or variations of these) contained within their names (e.g., Department of Social Services, Saskatchewan Association of Social Workers, etc.) were automatically included. On the other hand, there were some, such as legal organizations and teaching institutions, which would have easily corresponded to our definitions but we, nonetheless, decided that they should be excluded. Wherever there was any doubt about the appropriateness of including an organization we included it. We felt that it would be better to include an organization which should probably have been excluded than to run the risk of excluding one which we might later have wished we had included. In other words, the advantages of including too wide a range of groups seemed to outweigh any possible disadvantages of this selection procedure.

Our broad definition of the social services led to misunderstanding which failed to be sufficiently clarified in, for example, the covering letters accompanying our questionnaires. The connotations of the terms "social services" and "social worker" were hard to counteract. Responses to the questionnaire ranged from "this doesn't apply to me because I have neither a BSW nor an MSW nor do I want or ever intend to get one" (most common) to "...I hear you are doing a study on the Department of Social Services; we are not connected with them" (less common, but nevertheless occurring often enough to warrant mentioning). It did not matter that we anticipated this ambiguity and tried very hard to explain that we were using the term social services in a very general sense. There was still a significant number who either outrightly refused to change their definitions ("I am not involved in social service no matter what you say") or just could not be gotten through to ("you must have gotten my name by mistake, I have only a grade..."). Where we could, we either tried to contact these persons directly or by telephone or we sent letters to the effect of "there was no mistake", which usually resulted in better cooperation, but not always. We suspect that a proportion simply didn't feel they should be included in our study and consequently would have nothing to do with it.

The lesson here is that we probably would have been better off to include some form of a twenty-five word or less textbook definition of social services in our letters accompanying the questionnaires, a practice which we had deliberately avoided. However, there would still have been the problem of the people we dealt with reading it, understanding it and acting on it in order to change their personal definition of social services.

Stage II: Interviews

At this stage we set up interviews with representatives of the organizations we had already identified as social service-related in Stage I. The purpose of this stage was to obtain reactions to our proposed study from these organizations and to obtain descriptions of their services and their hiring policies. The interviews also served to help us to develop an appropriate survey instrument for the Study.

These interviews were conducted on an informal, open-ended basis and, in many cases, covered subjects which were not included in the format. They were usually tape-recorded, then transcribed and edited. They were then sent back to the interviewee for any changes, deletions, or additions he or she wished to make. If the transcripts were not returned to us, we assumed that no misrepresentation had been made. We also requested permission to quote these interviews, which was usually granted.

The interviews were reviewed for recurring themes which could be used as a basis for items and alternatives within the items on the questionnaire. It should be noted, however, that the interviews were not the only source used in developing the survey instrument. We also obtained material from questionnaires developed elsewhere for similar studies.

A further selection occurred at the interview stage in that a number of the organizations interviewed indicated that they actually had no direct social services kinds of contacts with clients but served purely an administrative function (e.g., the Federal Department of National Health and Welfare, Unemployment Insurance Commission, etc.). During the interviews, we were occasionally informed about other organizations who would have come within the scope of our study but of whose existence we had previously been unaware (e.g., newly-founded consumer groups).[1]

Stage III: Obtaining Lists of Names of Possible Participants in the Survey

We next obtained lists of names from the representatives of the organizations we had contacted during the interviews as well as of the organizations with whom we did not have the opportunity to carry out an interview.

A total of 132 letters was sent to various agencies and organizations requesting the names and working addresses of their employees or members. We received lists of names and addresses of slightly over 2,000 employees from 93 social service organizations. Some names of social service supervisory personnel were also secured from the letters sent to organizations. Most of the names of supervisors, however, were received by way of the employee questionnaire.[1]

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[1] It should be noted that it could conceivably have been that there were social service personnel working in organizations whose names did not imply any social service function. If so, this group would have been missed by the survey. In any event we expect that this group would have been so small as to be inconsequential.

We had also intended to obtain membership lists from social service consumer organizations. This strategy was ultimately decided against because we were frequently informed by the executives of these groups that our rate of return would be poor because their members would be afraid that we might disclose their responses to the staff of the social service organizations they were involved with, which might lead to some form of retaliation against them by these staff. Therefore, we asked the consumer groups to give us only the approximate number of members each of them had. We forwarded them the corresponding number of questionnaires. In cases where we received no reply, we mailed fifty questionnaires to the organization. The distribution of these questionnaires was handled by an executive member within the cooperating organizations, which did much to dispel any anxiety among the respondents. The major source of names and addresses of various consumer self-help groups and the executive members who would take care of distributing the questionnaires were made available to us at a SIRPO conference (Saskatoon, September 25 - 27, 1973).

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[1] One of the questionnaire items asked the employee to identify the name and working address of their immediate supervisor.

Stage IV: Distribution and Rates of Return of Questionnaires

This stage consisted of distributing one of the three questionnaires to each of those persons identified during the previous stage (consumer, employee, or supervisor).

The number of employee questionnaires returned which we were able to use for purposes of the study represents approximately 47% of the known possible returns (887 returned of a possible 1,888). The supervisor questionnaires were mailed approximately one month after the employee questionnaires were sent out. Of the 400 supervisor questionnaires mailed out, 149 (37%) were returned.

A total of 1,390 consumer questionnaires was mailed to 37 organizations. According to the information returned to us by the organizations who distributed the questionnaires, 579 is the maximum number of questionnaires which we know for certain were distributed. A total of 188 completed questionnaires was returned by the consumers which represents a 33% return. We are certain this greatly underestimates the actual rate of returns with respect to those who actually received a questionnaire to return since we weren't informed in every case of the number of questionnaires which were actually distributed.

RESULTS

In the following section we have presented the highlights of the information cited on the figures and tables in the Final report of this Study. In some cases, we have included the tables and figures themselves because we felt that they would provide more valuable information than a written description.

We have organized these results of the Study into the same categories as those used in the Final report. Much of the information should be of interest to most people reading this summary; however, some of the information will be of interest only to certain groups. For example, the information on employees' plans for academic upgrading, facts about post-secondary institutions attended, subjects taken, and professional associations would likely be of more interest to employees and supervisors than to consumers. On the other hand, the entire section on consumer groups, we feel, will undoubtedly be of special interest to everyone concerned with this Study.

Two symbols have been used throughout the tables and figures. These are used as follows: "%" refers to the percentage of subjects in one of the three groups who answered the particular question since not every respondent answered every question. In order to determine the actual number of persons who responded to an item, one would have to multiply the total number of persons who returned questionnaires in that group (employee, supervisor,

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or consumers by the percentage of persons who answered that item. "f" refers to the total number of different responses to a particular item and this symbol is used whenever the subject has had the opportunity to answer more than one alternative to an item. In these cases, the number of responses can be greater than the number of respondents.

On each table and figure we have indicated the numbers of the questionnaire items from which we derived the data for the tables or figures. The symbols "E", "S", and "C" before the question numbers refer to the employee, supervisor or consumer questionnaire respectively. We have also used the symbol "S.D." to refer to standard deviation (a statistic used to describe the distribution of scores for any item - the higher it is, the greater the spread) on all figures which report means (averages).

General Information

The three groups being compared were all of similar age. In one slight aspect, the supervisors were an average of six years older (average age, 40) than the employees when they were supervising. The consumers fell midway between the two (average age, 37).

Although there were roughly similar proportions of males and females within the employee group, there were more than twice as many males who attained the rank of supervisor than females. Also of interest is the fact that almost three times as many female consumers responded as did males.

As one would have expected, most of the people in two of the groups were married. However, there were only few (38%) who were married in the consumer group, about half as many as among the employees and a little less than half as many as among the supervisors. The consumers also had the highest rate, by far, of being either separated, widowed, or divorced than did the other two groups. There were approximately equal percentages (21%) of consumers and employees who were single, while only 13% of the supervisors were single. These results have face validity in that one would have expected more marital problems from those receiving social services than from those who were involved with the dispensing of these services.

Despite the great difference in income between supervisors and consumers, both reported the same average number of children.[illegible] The employees reported the fewest number of dependents but we strongly suspected that the difference between the employees and supervisors in this regard was primarily because of the difference in ages between the two groups. Both supervisors and consumers had an average of two children; the average for employees was one.

Surprisingly, the largest proportion of persons among

[illegible] Have heard enough supervisors in this group (whom I know personally) comment about the high cost of supporting a family. If they are having problems, then I am almost afraid to ask what sorts of problems the consumers must be having in raising and providing for their children.

the employees and consumers; [illegible] [illegible] 5 percent [illegible] than they had spent most of their adult living in [illegible]. This percentage appears to be disproportionate to the actual distribution of the population at present, but this may not have been the case more than fifteen or twenty-five years ago when many of the sample group were under the age of fifteen (i.e., the presently [illegible] were smaller than or people may have lived [illegible]).

The majority of all three groups of respondents presently live in either Region or Districts. [illegible] should be noted that we observed a very small percentage of the total consumer sample from [illegible]. The interesting feature here is that the supervisors' distribution among the different population categories was quite similar to the employees'. Just over one-third of each of these groups lived in medium-sized cities of 10,000 to 99,000 population. The consumers, however, were more likely to be located in smaller areas consisting of populations of less than 5,000 ([illegible]), whereas only [illegible] of the employees and only [illegible] of the supervisors were located in these communities. Presumably, the employees tend to contact with their clientele by commuting to these smaller centres.

Forty-eight percent of the employees and [illegible] of the supervisors indicated that they belonged to at least one professional association. The most common [illegible] association was the Saskatchewan Psychiatric Nurses Association; for the

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responded from each group. Messrs. Tom Brown, Al Skagen and Chuck Kowalski deserve special mention for the assistance they provided us. With their help, we were able to make the contact with the majority of the consumer organizations listed. Without it, we would have had little hope of receiving as much cooperation as we did from these organizations.

Criteria for Hiring and Promotions

Regarding criteria being used for hiring staff to social service positions, the supervisors rated both related experience and educational background as being of approximately equal value, as did the employees (the latter rated both of these criteria as somewhat more important than did the former). The consumers, however, rated related experience as being more important than educational background, although the difference between the ratings was not great. Other criteria which were mentioned as important were:

Employees	Supervisors
Ability to relate to people, seniority, personality, maturity, interest in one's work.	Personality, aptitude, ability to relate to clients, interest in clients, maturity and understanding, interpersonal skills.

When the question "what should the criteria for hiring be?" was asked, social service-related experience was consistently rated by all three groups as being more important than educational background, although employees and consumers both seemed to think that related experience was more important than did the supervisors. The consumers rated related experience much higher than they did educational background. As one would expect, the responses to the "other" category for this item were similar to those listed above.

Figure 1 compares employees and supervisors on the relative importance they assigned to various reasons for entering the social services. It should be kept in mind that this comparison is between employees' personal reasons for entering the field and the motives which supervisors felt should be important. Consumers were asked a similar question but, rather than being required to rate motives, they were simply required to check off those items they considered to be important. Eighty-four percent of the consumers indicated that desire to help people should be the most important motive followed by "to be better able to bring about social change" (43%). "Area of interest" (27%) and "life experience" (23%) were of intermediate importance, while "salary", "status" and "no other employment available" were all cited as being of very low importance (less than 5%).

Most employees considered that the qualifications for their positions had remained the same since they were hired; however, only 59% of the supervisors felt that the qualifications for the positions they were supervising had remained the same during the past five years.

Of the employees who felt that the qualifications for their positions had changed, the most common response indicated

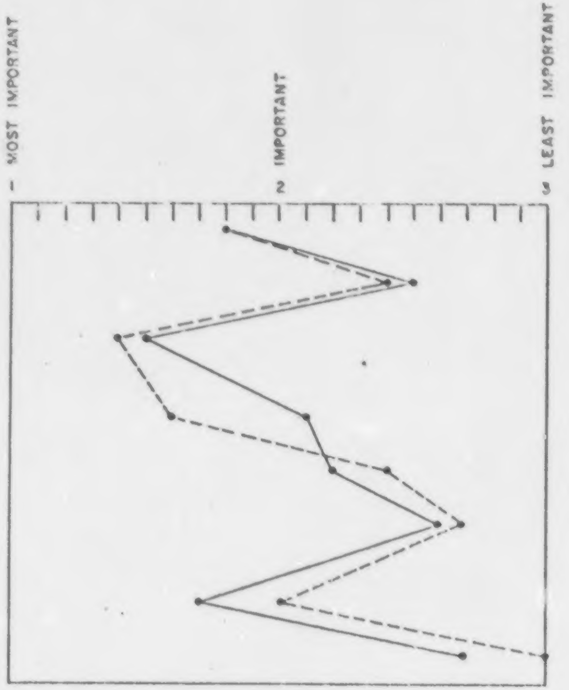
FIGURE 1

Importance of Motives for Entering the Social Service Field*

Employees ————

Supervisors - - - - - - -

	N (%) E	N (%) S	SD E	SD S
Life experience	79.9	91.3	.7	.7
Volunteer work	74.4	89.9	.6	.5
Desire to help people	85.1	94.0	.6	.6
Better ability to facilitate social change	78.6	92.6	.7	.6
Salary	80.2	92.6	.7	.6
Status	76.6	91.9	.6	.5
Problem or area of special interest	82.0	91.2	.7	.7
No other employment available	73.6	89.9	.6	.2
Other	9.9	8.7		



*Supervisors were asked what should be the reasons for entering the field, whereas the employees were asked what their reasons actually were.

E - 28
S - 33

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increases in educational requirements (e.g., to BSW, MSW, or a university degree). There was also a significant number of employees who described changes of a more subjective nature, such as requirements for intelligence, adaptability, imagination and interpersonal skills. For example, one correctional officer commented that his position had changed from

> "...being oriented towards custody and autocratic discipline to emphasis on developing relationships and positive discipline, supervision and understanding."

Supervisors also mentioned that educational requirements have generally been increased with a trend towards preference for professional social work qualifications rather than for general university degrees. Also stressed were somewhat subjective personal characteristics such as maturity, motivation and flexibility.

More employees than supervisors felt that there shouldn't be any changes in qualifications for their positions. Supervisors were split about evenly on this question. When we asked the question "if the qualifications for the positions have not been changed and you think they should be, how should they be changed?", employees specified that there should be an increase in educational qualifications, such as university degrees or social work-related degrees. A large number also indicated that there should be more training related specifically to the work that will be carried out on the job (i.e., administration, human relationship skills, individual casework, group work and special education). On the other hand, among the supervisors a stronger stress was placed on the necessity for professional training in social work. They also mentioned the relevance and the importance of having a "correct attitude". Some of the supervisors considered practical experience to be of more importance than educational qualifications.

Qualities of Importance for Effective Social Work

All three groups were asked to rate the relative importance of various qualities to competence in the social services. All regarded "one's personality" as being the most important variable with respect to competence. The consumers considered experience to be more important than did the other two groups. On the other hand, both supervisors and employees considered that educational qualifications were more important than did the consumers. Surprisingly, the consumers rated previous work experience as being slightly more important than did either of the other two groups, while supervisors indicated it to be the least important quality.

Figure 2 represents the rating of the relevance of various fields of study of social work education to social work.

Consumers and employees were asked about their attitudes concerning the usefulness of various skills. The profiles of both groups were much the same. Both assigned the highest importance

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FIGURE [illegible]

[illegible]

to human relationship and counselling skills and less importan
to the need for supervisory skills (though we would have expec
a different answer from the supervisors had we asked this of t
and the skills of being able to speak or write well.

Consumers and employees were also asked about the relevance of certain kinds of knowledge to social services. Consumers rated understanding legislation related to social se
as having the greatest relevance. Their lowest rating went to familiarity with social work policy although this was also con
to have some importance. Probably contributing to their high rating of the importance of legislation is the fact that activ
campaigns are currently being carried out by consumer groups t
their members were knowledgeable of what their rights are.

The employees rated "knowledge of community resource
being of relatively high importance. This was not substantial
differently rated by the consumers. While many of the consume
felt strongly that "the system" had to be changed before socia
work education would be of any effect, the employees felt far strongly about the necessity for social change.

Figure 3 is a rating by supervisors of the various k
of academic qualifications with relation to competence in the social services. Consumers were also asked to rate certain ki
of training. The majority indicated that university social w
training (37%) and classes in areas specifically related to s

[illegible]

[illegible]

[illegible]

person's job skill) would be the most important kinds of academic training for social service personnel. Both technical institute or community college programs (15%) and just any university training (7%) received only low endorsement from the 80% of the consumers who answered this item.

Areas and Goals of Social Services

Table 8 gives the breakdown of the Employees on the basis of the kinds of problem areas with which they deal. Some of the "other" responses that supervisors gave were: community organization, public relations, court work, [illegible] problems, and supervising staff people.

The employees were asked whether or not they had been involved in any volunteer work previous to their present employment. Almost half of them indicated that they had been involved in some form of volunteer work which was primarily in the areas of youth, recreation and church groups. They were also asked whether they were working in other areas in addition to their present job. Approximately 20% stated that they were and their work was involved with a number of areas relating primarily to other human services or the social services.

We were interested in learning about the importance of various goals of social services by comparing what employees were doing in their specific jobs to what supervisors and consumers felt social workers should be doing. The most important goal cited

[illegible]

[illegible]

[illegible]	[illegible]		[illegible]	
	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]		[illegible]		[illegible]

[illegible]
[illegible]

[illegible]

[illegible]

[illegible]

felt each of these factors actually was when it came to deciding upon a course of action with a client, the profile was quite different. As far as the clients were concerned, the way that decisions about them were being made was not the way they should be made. On the other hand, the employees and supervisors were suggesting that the way their decisions were being made was consistent with the way that consumers thought they should be made. This point will become easier to understand by referring to Figure 6.

The three groups were asked whether they felt that social service personnel were overworked. They indicated roughly similar and even proportions of affirmative and negative responses to this item. In relation to the question of being overworked, the employees and consumers were asked whether enough time was spent with clients. Although the difference wasn't really substantial, more consumers felt that social service staff were spending enough time with clients than did the employees. One would have expected the results to be reversed (i.e., consumers complaining that their workers didn't have enough time to spend with them).

Educational Background

The most common subject major taken by the employee group while at university was psychology (31%) with sociology, and social work (12% and 11% respectively) running a distant second. In addition to asking employees about their majors, we asked those who were not planning to take any further education which and how many classes they had taken in all. Both psychology and sociology headed the lists again (46% and 39% respectively) with the remainder, including social work, being very minimally represented. These responses confirmed the information reported about subject majors — that the most popular university courses among the employees were psychology and sociology.

Figure 7 shows the rating supervisors and employees gave to various academic subjects with regard to the relevance these subjects had to social service positions.

The supervisors were asked to indicate, for the positions under their charge, the number of vacancies, the number of staff, and the projected number of staff there were for various educational qualifications. Although we had thought this question would be relatively straight forward, it turned out that it was badly presented and therefore, misunderstood by the respondents. Because of this problem, we have not cited the information obtained from this questionnaire item.

Among the employees, the largest proportion received their university education in this province. Of the supervisors, approximately equal proportions attended either the University of British Columbia, the University of Manitoba, or the University of Saskatchewan. The most common non-university, post-secondary institutions referred to by the employees were the Saskatchewan Training School at Moose Jaw, the Saskatchewan Hospitals in Weyburn

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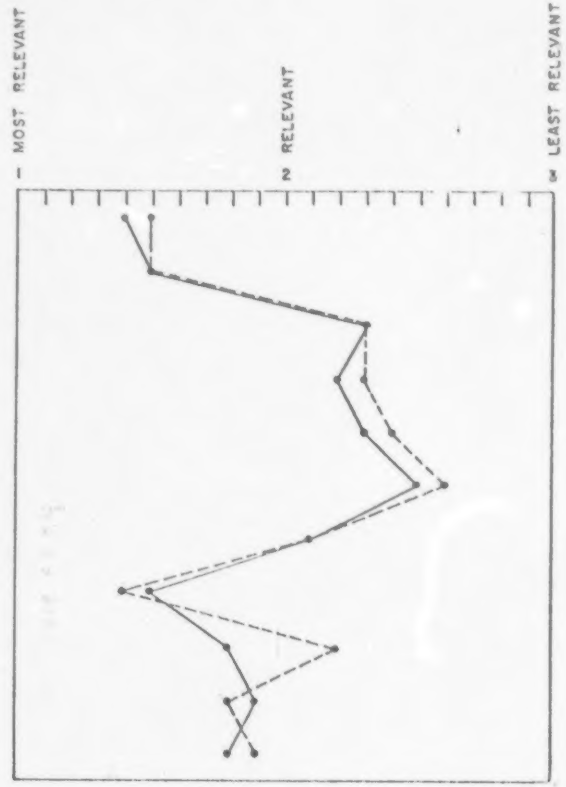
FIGURE 7

Relevance of Certain Academic Subjects to Present Social Service Positions

Employees ————

Supervisors - - - - -

	N (%)		SD	
	E	S	E	S
Psychology	51.9	91.9	.7	.6
Sociology	44.5	92.6	.6	.6
Political Science	17.6	84.6	.7	.7
Anthropology	15.9	86.6	.7	.7
Social Studies	12.0	85.9	.8	.6
History	20.2	84.6	.6	.6
Economics	20.3	87.9	.8	.7
Social Work	20.4	88.6	.7	.6
Education	17.0	83.9	.7	.7
Humanities	21.6	90.6	.8	.7
Administration	16.3	85.9	.8	.7
Other	18.9	14.8		



E - 19 (b)
S - 31

and North Battleford and the Institute of Applied Arts and Sciences in Saskatoon. The supervisors had received their non-university, post-secondary training at a number of institutions, none of which were mentioned significantly more frequently than any other.

Table 5 describes the sample on the basis of the highest educational qualifications achieved. This Table compares the educational qualifications employees claimed themselves to have and the educational qualifications the supervisors claimed that the staff under their charge had. The proportions cited by both groups are quite similar. The 27% which has been included in the "other" qualifications category (first column) probably would have been lowered substantially had we allowed for a category which specified medically-related certificates or diplomas for the equivalent question on the supervisor questionnaire. The supervisors seemed, on the whole, to be better qualified in terms of level of education than the employees, with a substantially high proportion of them having had social work-related training.

It should be noted that only 5% of the consumers stated that they had completed a university or other post-secondary course. These percentages suggest that one of the main features distinguishing the dispensers from the consumers of social services is the educational level they have.

Educational Upgrading

Figure 8 indicates the opinions of employees and consumers

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TABLE 5

Comparison of [illegible] on Highest Educational Qualifications

Educational Qualifications	Percent Number of Staff Cited By Supervisors N = 91.2% T = 122**	[illegible] N = 96.0%	[illegible] N = 93.6%	[illegible] N = 96.7%
	%	%	%	%
Educational Qualifications				
Grade 8 or less	0	0	0	37.4
High School	26.1	27.1	13.6	65.8
i) partial	*	10.6	2.1	37.4
ii) complete	26.1	16.5	11.5	22.5
Certificates (e.g., administration, educational)	*	1.0	5.3	2.2
Diplomas (e.g., administration, educational)	*	1.0	3.1	1.1
Medical-related Certificates or Diplomas	*	27.1	16.6	1.0
i) Psychiatric nurses	*	23.5	12.1	0
ii) Others (e.g., R.N's, certified nursing assistants)	*	3.6	4.5	1.0
Bachelor Degrees	23.9	24.4	11.4	.5
i) Bachelor of Arts	*	20.1	6.1	0
ii) Other Bachelor degrees (e.g., B.Ed., B.Sc.)	*	4.3	5.3	.5
Social Work Related Courses	19.9	11.7	61.[illegible]	0
i) Welfare Worker Technical Course	4.0	3.9	1.0	0
ii) BSW	2.4	1.6	4.5	0
iii) MSW	12.7	6.2	57.6	0
Graduate Degrees	*	1.4	1.6	.5
Other qualifications (university and non-university)	27.4	6.2	2.1	0

*There was no basis for comparison for these items.

**This number represents the total number of employees cited by the supervisors.

A = 11, 12, 14, 15, 17
B = 10
C = 7 [illegible]

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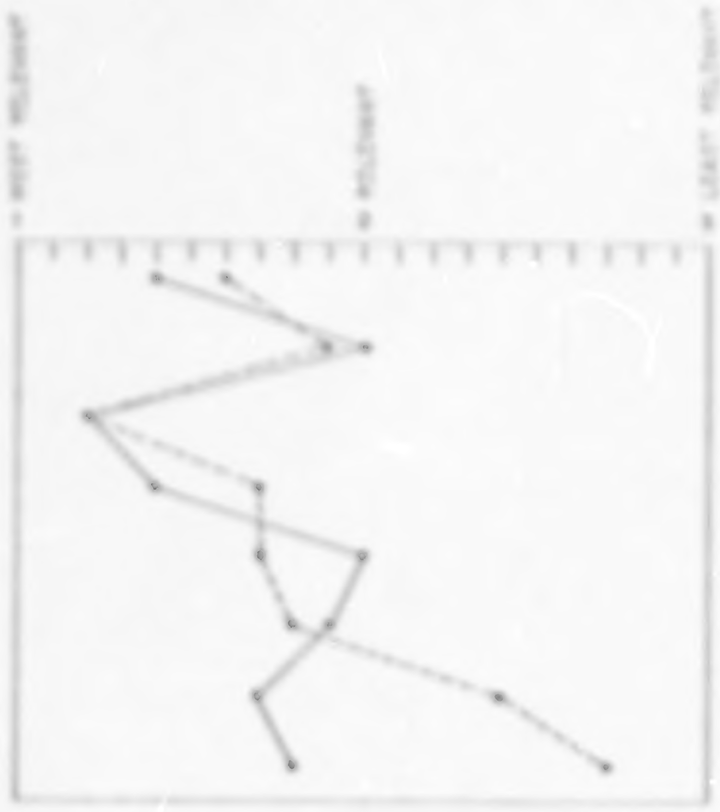
FIGURE [illegible]

Importance of Motives for Academic Upgrading

Employees ——————

Executives - - - - - - -

	[illegible]		S.D.	
	E	[illegible]*	E	[illegible]*
Skill in problem of personal behavior	[illegible]	[illegible]	[illegible]	[illegible]
Better understanding of agency	[illegible]	[illegible]	[illegible]	[illegible]
Increased ability to work with clients	[illegible]	[illegible]	[illegible]	[illegible]
To gain improved techniques	[illegible]	[illegible]	[illegible]	[illegible]
Better understanding of social service policy	[illegible]	[illegible]	[illegible]	[illegible]
Better understanding of social service philosophy	[illegible]	[illegible]	[illegible]	[illegible]
Greater opportunity for advancement within agency	[illegible]	[illegible]	[illegible]	[illegible]
Greater opportunity for advancement out of agency [illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Mean	[illegible]	[illegible]		



* Executives were asked what should be the motives for upgrading, whereas employees were asked what their motives actually were.

E = [illegible]
[illegible] = [illegible]

regarding their reasons for wanting academic upgrading.

Ninety-eight percent of the supervisors indicated that they encourage their staff to upgrade themselves, whereas only 61% of the consumers felt that upgrading would help social workers to be better able to help them. While social service staff regard education as important, it is clear that the consumers do not regard it as being quite as important.

Whereas the majority among the employees and supervisors indicated that they were not presently working at or planning to take any further social work education, almost twice as many employees as supervisors indicated an interest in further upgrading (employees 27%, supervisors 16%). The reason for this seems obvious, since more supervisors had terminal educational qualifications than did the employees. We also asked the supervisors a very general question as to whether or not they would take further upgrading if they had the chance, since we had expected that a large number would not do so because they felt they could not do so. When the question was phrased this way, 75% indicated that they would take further upgrading.

Table 8 shows the percentages of employees and supervisors wishing to take the various kinds of academic social work-related programs. Among the 34% of the supervisors who answered this item, the highest proportion (33%) indicated that they wished to take courses outside of Saskatchewan in graduate and undergraduate administration (business, public, hospital, and social work), or graduate social

Table [illegible]

Type of Social Work Programs Sought

Social Work Programs		Employees	Supervisors
		N = [illegible]	N = [illegible]
		%	%
University of Saskatchewan, School of Social Work, Regina	Undergraduate BSW program (initial studies)	[illegible]	[illegible]
	BSW Extension Study Program (Bachelor)	[illegible]	[illegible]
	Certificate in Social Welfare	[illegible]	[illegible]
University of Saskatchewan, Extension Division, Non-degree programs, Saskatoon		[illegible]	[illegible]
Kelsey Institute of Applied Arts and Sciences, Saskatoon, Welfare Worker Certificate Program		[illegible]	[illegible]
Other (outside of Saskatchewan)		[illegible]	[illegible]

N = [illegible]
N = [illegible]

work courses ([illegible], [illegible]). Most of the following areas were mentioned with approximately equal frequency. A small number indicated in the "other" category a desire for further training in professional, law and judicial types of programs.

Both employees and supervisors indicated that, if they were to take upgrading, they would like to do it either by way of evening classes or leave of absence in order to attend courses full time.

We were particularly interested in determining the reasons that employees had for not taking any further education. The three reasons that were most often cited as being the most true were "not being able to afford the expense", "family responsibilities", and "not needing any more schooling in order to succeed in their present job". The reason most often cited as being not true at all was that they would be "intimidated by going back to school". This profile suggests that many more in the employee group would be interested in upgrading themselves were it not for family responsibilities or the lack of financial support.

Financial Responsibility for Further Upgrading

Table 7 shows the opinions of employees and supervisors as to who should pay for academic upgrading.

There were differences between the employees' and supervisors' responses when it came to the question of how much financial assistance would be provided by the employer. Whereas [illegible] of the employees indicated that their employer would provide none of the

[illegible]

[illegible]

	[illegible] [illegible] [illegible]	[illegible] [illegible] [illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]

[illegible]
[illegible]

[illegible]

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[illegible]

[illegible]

	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

[illegible]

TABLE 9

Are Social Work Staff Aiding any Clients' Rights Groups?

	Employee N = 97.1% %	Supervisor* N = 96.0% %
Yes	24.4	62.9
No	75.2	37.1

* Supervisors were asked if any of their staff were aiding clients' rights groups.

E - 46 (a)
S - 37 (a)

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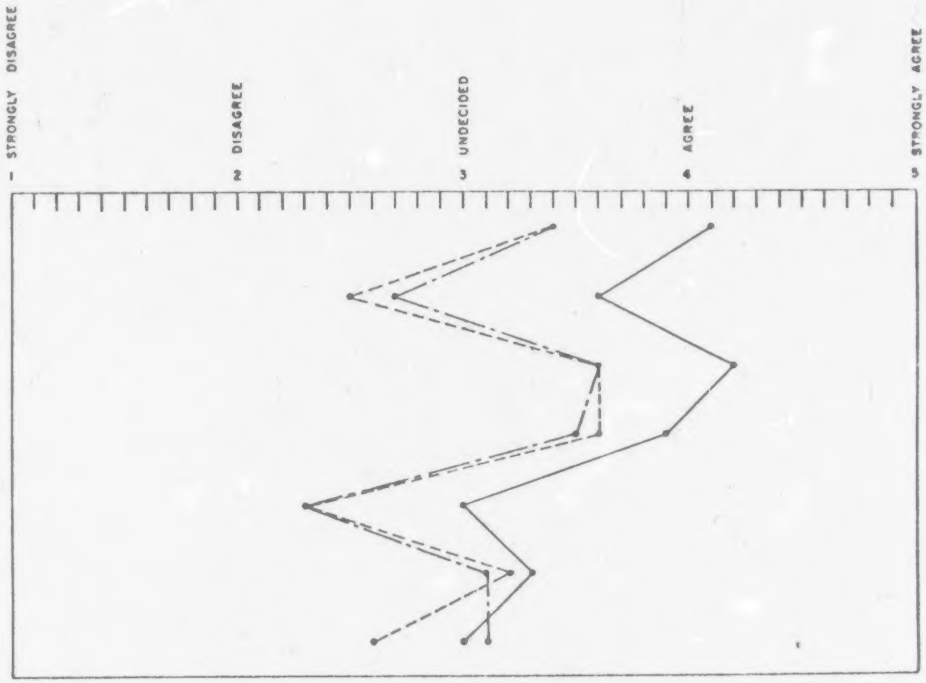
564

FIGURE 9

Attitudes towards Consumers of Social Services

	N (%)			S.D.		
	E	S	C	E	S	C
Consumers should determine amount of own assistance	97.1	94.0	94.7	1.0	1.1	1.0
Consumers would make good social workers	97.1	98.0	94.7	.9	.9	1.1
Consumers should be strong force in social change	97.2	98.0	93.1	1.0	.9	.8
One should support goals of clients' rights groups	97.1	96.3	95.2	.9	.8	.9
The more education, the harder to talk with clients	97.2	98.0	94.1	1.1	1.1	1.3
Able-bodied unemployed people are victims of system	95.7	96.0	93.1	1.1	1.1	1.1
Able-bodied unemployed people are victims of own lack of ambition	94.9	95.3	93.6	1.1	1.0	1.2



E - 47, 48, 49, 50, 51, 52
S - 38, 39, 40, 41, 42, 43
C - 24, 25, 23, 28, 29, 26, 27

by all three groups towards consumers and the groups they are associated with. The most remarkable aspect of these results was the similarity of profiles. They were, with one exception, almost parallel. As one would expect, the consumers exhibited stronger agreement with the items than the other groups, but then probably only because these attitudes were directly concerned with themselves.

We were intrigued to find out that 20% of the employees admitted that they had been recipients of social services at one point in life (which is probably an underestimate because many would probably not like to disclose this fact). In comparison, only about 8% of the supervisors admitted that they had ever been consumers of the social services. Table 10 compares the entire sample on the way in which they had been consumers.

TABLE 10

Type of Social Service Recipient

Type of Recipient	Employees	Supervisors	Consumers	
			Consumer in the past	Presently a consumer
	N = 15.6%	N = 8.1%	T = 231*	T = 134*
	%	%	%	%
Financial assistance	45.7	41.5	61.5	33.3**
Foster or adoptive parent	7.2	25.0	3.0	3.0
Ward of the government[1]	3.6	8.3	2.2	3.7
Involvement with juvenile authorities[1]	2.2	0	4.0	2.3
Received counselling -personal counselling (e.g., marital, alcoholism) -employment counselling	34.1	17.0	1.2	1.0
One-parent family	0	0	23.8	56.0
Inmate in a correctional centre or penitentiary	0	0	1.3	0
Other	7.2	8.3	2.8	(see financial assistance)

*Refers not to the total number of respondents but to the total number of types of recipients. Many respondents are multi-problem persons receiving multi-social services simultaneously.

**This percentage is obtained from the similar but not identical "other" category on the consumer questionnaire. Almost all respondents who checked the choice "other" specified that they were currently recipients of financial assistance.

[1] Whereas the percentages for these items apply to the children of consumers, they refer to the employees and supervisors themselves.

E - 29 (n)
S - 9 (n)

CONCLUSION

The conclusion of the project marks the beginning of a new phase of our manpower study in which we hope to make as many sectors as possible aware of those of our findings which may be relevant to them. It became quite clear to us that, as the writing of the Report progressed and as it became longer and longer, fewer and fewer people would ever bother to read it. The more we put into it, the more discouraged we became that this would be just another study which collected dust on somebody's bookshelf. Therefore, a great deal of effort will have to be spent in developing appropriate ways of presenting the Report so that the social service community is made aware of the results we have obtained. Without this information, there is no chance that any action will be taken on the basis of the results. Every effort will be made to avoid a situation where no action is taken by setting up a series of meetings with representatives of social service agencies and consumer organizations. We also intend to bring our findings to the attention of various social service professional journals and conventions.

Recommendations

Table II outlines the objectives of our Manpower Study, the goals accomplished, the goals which were not accomplished, areas covered in the Study which we had not planned to cover, and the recommendations made on the basis of the results we obtained.

The results of our Study have indicated that there is a trend towards hiring those people who have obtained a social work degree or, at least, who have obtained an undergraduate degree in the social sciences, preferably in psychology or sociology. There also appears to be a continued need for social service graduates; however, our results indicate that this need is beginning to taper off. As well, our study found that much of the increased need was due to employers' tendencies to boost minimum qualifications for social service positions when applicants for employment began to be better qualified. This, in effect, takes social service positions from one set of potential employees who do not possess as high a level of educational qualifications and gives these positions to another set of potential employees who do possess higher qualifications, despite the fact that the question of which group provides better services has not yet been clearly resolved.

There were a large number of respondents who indicated that they would like to take further upgrading but were prevented from doing so because of financial considerations. Because of the increasing emphasis on higher education in the social service field, financial resources should be made available to provide assistance to those social service employees who are otherwise appropriately qualified for their present job and who want, but cannot afford, further upgrading. Resources could be made available through an increase in the number of cost-sharing programs between employers and employees, scholarships, bursaries, and similar forms of financial assistance. There is a qualification which should be made regarding this recommendation. If the social service employees plan to take upgrading in order to improve their qualifications for their present positions, then financial assistance should be made available to them. If, on the other hand, upgrading is desired in order to obtain a different job requiring higher qualifications, it must be pointed out that the need for higher qualifications in the social work job market is beginning to taper off, with the result being that these employees may find themselves unable to obtain a different job and left with qualifications unnecessary for the jobs they are doing.

As far as the technical graduates from the Kelsey Institute of Applied Arts and Sciences are concerned, the potential job outlook in Saskatchewan is bleak. Few employers will hire the technical graduate, because they feel that this type of graduate is not suited to the needs of the social service positions available. Apart from this, although the Kelsey Institute program personnel informed us that the average age of their social service technical graduates is in the late twenties or early thirties, consumers and some employers hold the impression that the technical graduates are usually very young and consequently, incompetent. On the other hand, those who have hired these graduates appear to be generally pleased with their performance in the social service field. One of these two groups has to be mistaken. The information available indicates that these graduates are, to a large degree, very probably the victims of unjustified prejudice.

A recommendation which is specifically directed to the Kelsey Institute of Applied Arts and Sciences, but which is probably of interest to other educational institutes as well, suggests that the technical training program personnel give serious attention to the development of a public relations program to dispel some of the erroneous impressions about their program. One of the best ways to go about doing this would probably be to have employers who were having concerns about this program contact those who have hired technical graduates.

All of the groups surveyed felt that the most important qualifications necessary for effectiveness in the social services field are personal qualities (e.g., maturity, empathy). However, related experience and educational background were also stressed as being extremely important in choosing social service personnel. Consumers placed more emphasis on related experience than did employers or employees. There is agreement that human relations skills should be an important area of emphasis for both the selection of applicants to social service education and for the training of students in social work programs. Once the students have graduated and want to enter social work employment, it should be remembered that there is an increasing desire for more contact between consumers of social services and social service personnel on other than a helper-helpee basis.

Since this study was originally commissioned by the School of Social Work in Regina, recommendations were made to this School regarding factors to be considered for inclusion in and [illegible] areas to be stressed in the social work curriculum. These recommendations may also be of interest to other educational institutions in the area, specifically, the [illegible] Institute in Saskatoon, the University of Manitoba and the University of Calgary. For instance, it was suggested that less emphasis be placed on academic grade standings and that more emphasis be placed on the relevant experience and the personality of social work program applicants. Counselling and human relationship skills were cited as important areas to be included in social work education. As well, it was recommended that specific classes be implemented in such areas as legal assistance, consumer attitudes to public assistance, and legislation pertaining to human rights.

Because the available positions in the social service field are beginning to decrease, it is recommended that the School of Social Work in Regina maintain the conservative number of admissions to their "[illegible]" social work program at the present level until further study can determine the impact of Regina's social work graduates on the social service job market. It is hoped that close contact between the social service community and the School of Social Work regarding available employment can be kept by acting as a "clearing house" for social work job applicants; that is, an [illegible] [illegible] employers identified in the course of the project about the kinds of personnel they are interested in hiring and then inform them of those students from the social work undergraduate programs (and, possibly, even from the associate programs) can [illegible] meet employers' specifications.

The recommendations made in this summary are not intended to be long term. In view of the changing economy and the shifting demand for social service personnel, any results, findings or recommendations made in this summary can be valid for no longer than a period of a few years; however, the method of study adopted here will probably be appropriate for some time to come. Continuous review and ongoing research in the area of social work manpower predictions must be undertaken in order to keep up with changing trends in the social service field.

[illegible]

[illegible]